

Childminder Report

Inspection date

20 May 2015

Previous inspection date

15 March 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder does not effectively monitor and develop the work of her assistant, so that children benefit from consistently high-quality teaching.
- The childminder does not effectively monitor her assistant's understanding in relation to child protection. Consequently, the assistant is unclear about the precise roles of professionals involved in safeguarding children.
- Children who prefer to play and learn outdoors are not well supported to make good progress in all aspects of their learning, particularly with regard to number and early reading skills.

It has the following strengths

- Children receive lots of praise and encouragement from the childminder, which supports their personal, social and emotional development.
- Children follow good hygiene routines. They enjoy healthy snacks and meals, which promotes their good health.
- Children behave well. They are proactive in helping the childminder to keep the environment tidy and safe. Therefore, children learn about keeping themselves and others safe from risks.
- The childminder generally has good relationships with parents and other providers, which she uses to promote continuity in children's care and activities.
- Self-evaluation is in place. This helps the childminder to identify both the strengths and areas for improvement.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- monitor the quality of the assistant's teaching and provide support to ensure she offers quality learning and development experiences for children
- ensure the assistant understands the safeguarding policy and procedures, and has up-to-date knowledge of safeguarding issues.

To further improve the quality of the early years provision the provider should:

- enhance opportunities for children to build on their mathematical and literacy skills outdoors.

To meet the requirements of the Childcare Register the provider must:

- train all assistants on the written statement of procedures to be followed to safeguard children from abuse or neglect (compulsory part of the Childcare Register).

Inspection activities

- The inspector looked at policies and documents the childminder uses, and discussed self-evaluation and improvement plans.
- The inspector checked evidence that appropriate suitability checks have been undertaken on all adults living and working in the household.
- The inspector and childminder discussed and looked at toys, books, resources and equipment used for childminding.
- The inspector discussed with the childminder how she delivers the educational programme for children.
- The inspector observed activities taking place in the playroom.
- The inspector viewed the areas of the premises used for childminding and the outside play area.

Inspector

Janet Weston

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The childminder has a suitable understanding of the learning and development requirements. She has an appropriate early years qualification at level 3 and attends regular training. This enables her to recognise that children learn through play. The quality of teaching provided by the childminder is generally good. She encourages children well by intuitively engaging in their play and providing activities that children enjoy. For example, she skilfully reads a story at circle time about the life cycle of a frog. This introduces new vocabulary, such as 'frogspawn' and 'hatch'. The childminder asks 'What comes next?' as she promotes children's understanding of how frogs move. This leads to children imitating frogs, as they croak and hop excitedly around the playroom. However, the assistant's teaching requires improvement. This is because activities delivered by her do not provide children with a good level of realistic challenge, in order to promote children's critical thinking skills. As a result, children are not always given the levels of challenge they need to make good progress.

The contribution of the early years provision to the well-being of children requires improvement

Children form secure bonds with the childminder, which promotes their well-being. The childminder liaises with parents to establish children's care routine at home. This supports consistent care and promotes a smooth move from home to the setting. Children are happy, settled and demonstrate good levels of confidence, for example, they spontaneously make pretend cups of tea for visitors. The childminder supports children to socialise with others by attending sessions at community groups. As a result, children are gaining skills and social confidence, which will support them in their eventual move to school. The indoor environment has a suitable range of resources. These are clearly labelled and are easily accessible, which means children make independent choices in what they would like to play with. Children are active and take part in physical exercise. However, when children prefer to play and learn outdoors, there are fewer opportunities to build on their mathematical and literacy skills because the childminder does not plan for this type of learning sufficiently.

The effectiveness of the leadership and management of the early years provision requires improvement

The childminder has a secure knowledge of how to identify the signs and symptoms of possible abuse and knows how to manage any safeguarding concerns she may have. However, her assistant's knowledge of safeguarding procedures is weak, as she does not fully understand who to notify, and the relevant telephone numbers to use, should the need arise. The childminder has good policies and procedures in place and reviews these regularly. She makes written and photographic observations of children's achievements and tracks their progress. This ensures that any gaps in learning, should they arise, are swiftly closed.

Setting details

Unique reference number	EY229751
Local authority	Derbyshire
Inspection number	872517
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	15 March 2012
Telephone number	

The childminder was registered in 2002 and lives in the Gamesley area of Glossop, Derbyshire. She works with an assistant. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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