

Childminder Report

Inspection date

28 October 2015

Previous inspection date

24 September 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The childminder's observations and assessments of children's learning and development do not enable her to monitor their ongoing progress effectively. She does not always plan challenging activities based on children's individual needs and their next steps in learning. Consequently, children do not make good progress.
- The childminder provides a wide variety of good quality resources, enabling older children to make independent choices in their play and learning. However, resources are not made as accessible to younger children, which means that they are not always able to move on to other activities when they wish and lead their own play.
- Partnerships with parents are not strong enough. The information exchanged is not sufficiently in-depth. The childminder does not provide enough detail about children's learning needs so that parents are able to complement and extend their children's experiences at home.
- The childminder's evaluation of her own practice is not robust enough. She does not accurately identify all areas that require improvement and, therefore, is not implementing changes to benefit children.

It has the following strengths

- The childminder and her assistant have close relationships with the children. As a result, children are happy and confident, enjoying their time in the caring environment.
- The childminder sets a good example for children in relation to manners and respect. Children learn to behave well, respect individual differences and are developing an appropriate understanding of the needs of others.
- The childminder prepares children adequately for school by teaching them basic skills such as counting, early writing and colour recognition.

What the setting needs to do to improve further

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

Due Date

- improve the quality of observations and assessments and use the information gained to provide each child with a challenging and enjoyable range of learning opportunities, in order to help them make good progress. 11/11/2015

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

- review how resources are organised and presented so that younger children have more opportunities to make choices and lead their own play and learning
- provide regular information to parents about their children's next steps in learning and how to support this at home, in order to enable them to fully contribute to their children's ongoing development
- use self-evaluation more effectively to identify and address weaknesses in the provision.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector took into account the written views of parents and carers provided on the day.
- The inspector sampled a range of documentation including attendance records, suitability checks, self-assessment information, and children's observation, assessment and planning records.
- The inspector held discussions with the childminder and her assistant and spoke with children at appropriate times throughout the inspection.

Inspector

Tina Garner

Inspection findings

Effectiveness of the leadership and management requires improvement

Generally, the childminder has an appropriate understanding of the Early Years Foundation Stage requirements. She uses policies and procedures to support her practice and most aspects of documentation are well maintained. Appropriate plans to monitor the performance of her new assistant are in place. Arrangements for safeguarding are effective. The childminder has an appropriate knowledge of the procedures to follow in the event of a child protection concern. The childminder encourages parents to provide feedback to support improvements to her practice. A wide range of training has been completed, both by the childminder and her assistant, including paediatric first aid. The childminder reflects on some aspects of her practice. However, her self-evaluation is not effective as it does not consistently help her to identify weaknesses in her delivery of the learning and development requirements.

Quality of teaching, learning and assessment requires improvement

The childminder uses her experience, qualification and training to plan a range of activities that children enjoy. She carries out some observations and assessments of children's progress. However, she does not use this information well enough to identify gaps in children's development or to plan for their future learning. Consequently, children's experiences, although enjoyable, do not challenge them enough to help them make good progress towards their early learning goals. The children learn some new skills because the childminder instinctively supports them in their play. For example, she reinforces emerging mathematical skills as she counts along with older children during activities. Parents receive information about children's activities through daily diaries. However, they do not get regular information about what their children are learning or ideas to help their children progress.

Personal development, behaviour and welfare require improvement

The childminder works closely with parents to ensure she follows children's daily routines and care practices. This supports children's physical needs and emotional well-being. Children are sociable and learn how to make new relationships because the childminder takes them to many local groups. The childminder chooses which activities and toys are set out each day to promote most areas of children's learning. However, she does not consistently provide all children with opportunities to choose from the good range of activities and resources available. On occasions, some younger children lose interest in adult-chosen activities and are unable to move on and lead their own play. Therefore, there are times when they get bored while they wait for an alternative activity or resource to be offered.

Outcomes for children require improvement

Children are happy and confident. Although children develop most of the skills they need for the next stage of their learning, the childminder's assessment and monitoring of their progress is not accurate enough to help them make good progress.

Setting details

Unique reference number	EY239100
Local authority	Nottinghamshire
Inspection number	848289
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 6
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	24 September 2009
Telephone number	

The childminder was registered in 2002 and lives in Hucknall. The childminder works with an assistant. She operates from 7.30am to 8.45am and 3.15pm to 5pm on a Monday during school term time, and all year round from 7.30am to 5pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5.

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Piccadilly Gate
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Manchester
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T: 0300 123 4234
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