

Childminder Report

Inspection date

10 October 2016

Previous inspection date

27 April 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The childminder has made limited improvements to her practice since the last inspection. Self-evaluation is not rigorous enough in helping the childminder to prioritise the weaknesses that remain or identify targeted professional development to strengthen her teaching skills.
- The information about children's learning that the childminder obtains from parents is not sufficiently detailed to help her accurately assess children's starting points when they begin attending her setting. Her initial planning is therefore not as sharply focused as possible, in order to build on what children already know and can do.
- The childminder's ongoing assessments of children's learning are not precise enough to ensure that planned activities are sharply focused on what individual children need to learn next in order to promote their more rapid progress.

It has the following strengths

- The childminder has taken positive action to improve her risk assessments. She frequently checks her home for hazards and supervises children well to protect them from harm.
- The childminder provides a welcoming, homely environment. She has a well-equipped playroom where children have time to make choices and develop their independence.
- The childminder builds strong bonds with the children and effectively supports their emotional well-being. She teaches children to share, take turns and be considerate of other children. They play confidently and enjoy their time in her home.
- The childminder maintains strong relationships with parents. They value the time she spends with the children and the information she shares with them about their children's development and welfare.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- assess children's achievements more accurately, so that planning is more sharply focused on children's individual next steps in learning. 01/01/2017

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

- devise effective methods for gathering information from parents initially, in order to plan even more precisely for children's continued progress from the very earliest stage
- make better use of self-evaluation to accurately identify weaknesses in practice and take timely action, including professional development opportunities, that is focused on improving the quality of teaching and the outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including records of children's learning and development and a selection of policies and procedures.
- The inspector checked evidence of the suitability of all household members and the qualifications of the childminder.
- The inspector took account of the views of parents provided through written testimonials.

Inspector

Lindsey Cullum

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The childminder knows and understands the current procedures to follow if she is concerned that a child is at risk of abuse or neglect. She attends mandatory training, such as first aid, to help her keep children safe. However, she has not focused professional development opportunities on strengthening her teaching skills. Self-evaluation remains weak, although the childminder has made a few positive changes since the last inspection. For example, a sand pit and mud kitchen have been installed in the garden to support children's exploratory play. However, assessments of children's starting points and development in relation to these are not accurate enough to inform targeted planning for children's learning needs.

Quality of teaching, learning and assessment requires improvement

The childminder has some understanding of how children learn through play. She provides activities that enable children to achieve at different levels, but does not always sharply focus on what they need to learn next. Some aspects of the childminder's teaching are good. She interacts well with children to promote their understanding and speaking skills. Children happily join in conversations and share their ideas and experiences. Older children are suitably encouraged to solve simple problems as the childminder supports them to complete puzzles. They learn to listen, follow simple instructions and keep trying as the childminder encourages and praises them. The childminder provides appropriate opportunities for children to socialise and cooperate with others at local groups. She also helps young children to become familiar with other settings as she takes them to collect older children from nursery or school and attends events, such as sports day or performances. The childminder is committed to working with other settings that children attend, in order to provide continuity of care and learning.

Personal development, behaviour and welfare are good

Despite weaknesses in other aspects of teaching, children's independence and self-care skills are promoted well, relative to their age and capabilities. Older children are encouraged to put on their own coats and shoes before going outside and are supported to manage fastenings. The childminder is very caring. Children settle quickly and form close relationships with her. She is attentive to children's care needs, including prompt response to their toileting needs. The childminder promotes children's health, for instance, by teaching them about sound personal hygiene routines. She also provides healthy and balanced meals. Children are physically active in the childminder's garden and go on nature walks or to the park, enjoying fresh air and exercise regularly. Younger children develop their physical abilities as they have space to crawl and are supported to walk.

Outcomes for children require improvement

Children do not yet make good progress because the quality of teaching and assessment requires improvement. Nevertheless, they are gaining some basic skills to support their future learning. Children learn to count and recognise colours and shapes. They use chalks to draw and make marks, supporting their early writing skills. Children enjoy books, listening well while the childminder reads.

Setting details

Unique reference number	EY246450
Local authority	Norfolk
Inspection number	1052385
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	6
Number of children on roll	14
Name of registered person	
Date of previous inspection	27 April 2016
Telephone number	

The childminder was registered in 2003 and lives in Terrington St. Clement, Norfolk. She operates all year round from 7.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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