

Childminder Report

Inspection date

1 June 2015

Previous inspection date

1 December 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
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 have a secure understanding about the purpose of the progress check between the ages of two and three years. This means that she does not communicate the value of it to parents and she does not always complete it for all children.
- Relationships with all other settings where children attend are not effective. Therefore, the childminder does not exchange information so that she can build upon children's learning and provide them with consistent support.
- Some adult-led activities are not matched to young children's individual abilities and interests. As a result, some children do not always experience a good level of support during this time.
- The childminder does not ask parents questions about children's prior learning experiences at other settings in order to complement or build upon this.

It has the following strengths

- Children enjoy activities outside of the home where they learn to play with others in a group. This suitably provides them with experiences to prepare them for starting school.
- The childminder knows the signs and symptoms that might cause her concern about children's welfare. She has details of the relevant professionals readily available and fully understands her responsibilities in relation to child protection issues.

What the setting needs to do to improve further

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

- ensure that there is a progress check for all children between the age of two and three years that is written and shared with parents to provide a summary of children's progress to date and to identify any emerging concerns
- develop partnerships with all other settings that children attend to ensure that there is a two-way flow of information about children's learning and development.

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

- review the planning of adult-led activities to make sure that they are suitably pitched to the age and stage of development of all children in order to successfully extend upon their learning
- strengthen the communication with parents to find out more information about children's prior learning in order to be able to plan effectively for their care and assess their learning effectively.

Inspection activities

- The inspector undertook a joint observation with the childminder and her co-childminders.
- The inspector observed children's activities in the garden and the playroom.
- The inspector took into account the written feedback left for the inspector by parents.
- The inspector spoke to children, the childminder and her co-childminders at suitable times throughout the inspection.
- The inspector looked at a range of documentation including; evidence of the suitability of the childminder, co-childminders and household members, children's development records, policies and procedures and the self-evaluation document.

Inspector

Hayley Marshall-Gowen

Inspection findings

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

The quality of teaching is variable. The childminder plans activities that older children enjoy and which helps them to increase the skills they need for starting school. Young children also take part in these activities. They sit at the table, play with the pencils and make marks. However, there is no specific focus upon developing their ideas and interests. The childminder takes children on outings to the farm where they learn about animals. They share their experiences with each other and the childminder and this builds upon their range of vocabulary. Although the childminder observes children, there is not enough emphasis placed upon assessment. The childminder does not always complete the progress check for children between the ages of two and three years. Therefore, she does not provide parents with the required summary of their learning to date.

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

Children build close attachments to the childminder and they show their contentment. Babies wake happily and cuddle with the childminder before going off to play. There are clear expectations for their behaviour and the childminder encourages their good manners. The childminder teaches children to be sociable when they play together and so, they learn to share and take turns. Children develop appropriate self-help skills, such as dressing to play outdoors and helping to tidy away. By playing outdoors daily, children have suitable fresh air and exercise. They play with equipment that helps to promote their physical skill and confidence. The childminder teaches children about maintaining good hygiene by supporting them to wash their hands before eating. Children display confidence as they choose some of the activities they would like to play with.

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

The childminder knows that she must take measures to keep children safe and follows her policies and procedures to reduce possible risks to children. The childminder works alongside two co-childminders. Each childminder takes joint responsibility for all aspects of the care and the provision they provide. They discuss their practice and the childminder undertakes some training. However, she does not have a good depth of understanding of the requirements of the Early Years Foundation Stage. She has not forged relationships with other settings where children attend in order to exchange information about their learning. Furthermore, although relationships with parents are secure, the childminder does not ask valuable questions to gain information about children's prior learning experiences. As a result, the assessments she makes of children's progress are not fully informed by all those who know and work with the child.

Setting details

Unique reference number	EY263384
Local authority	Central Bedfordshire
Inspection number	848453
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 12
Total number of places	6
Number of children on roll	19
Name of provider	
Date of previous inspection	1 December 2009
Telephone number	

The childminder was registered in 2003. The childminder provides care in her co-childminder's home. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised qualification at level 3.

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