

Childminder Report

Inspection date

13 January 2017

Previous inspection date

22 May 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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 does not assess children's learning accurately enough. Therefore, she does not always prioritise support for learning where it is most needed.
- The childminder does not always guide children's learning well enough. She does not always provide purposeful interaction during play to help children to develop further.
- The childminder does not always provide a suitable balance of adult-led and child-initiated activities. Occasionally, there are too few opportunities for children to decide what they want to play with.
- The childminder is not thorough enough in the evaluation of her teaching practice. She does not check that the support for learning is effective or set clear targets for improvement.
- The childminder does not always encourage parents and carers to share information about their children's learning and development at home.

It has the following strengths

- The childminder provides a safe, attractive and well-organised playroom. Children can access a varied range of toys and resources.
- The childminder implements her risk assessments effectively to promote children's safety. She ensures that she closely supervises children. She has very clear rules to ensure that visitors are not left alone with children. She regularly reviews fire safety.

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 assessment of children's learning to accurately recognise their progress and plan appropriate support that helps children to make good or better progress in their development	02/06/2017
■ improve teaching so that children benefit from good quality adult guidance during activities that help them to make quicker rates of progress in their learning and development	02/06/2017
■ review the balance of adult-led and child-initiated activities so that children have enough opportunities to choose what they want to play with, in order to further develop their confidence and independence.	02/06/2017

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

- strengthen the evaluation of practice, to include a thorough review of teaching, that identifies clear areas for improvement to raise the quality of practice
- strengthen the partnership with parents and carers, and encourage them to share more information about their child's development at home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector discussed the planning of activities with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector checked evidence of the suitability of adults living on the premises.
- The inspector looked at relevant documentation, such as evidence of training.
- The inspector talked to the childminder about her self-evaluation and priorities for improvement.
- The inspector took account of written feedback from parents and carers.

Inspector

Justine Ellaway

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder does not reflect on her practice thoroughly enough, particularly with regards to the support for children's learning. Where she identifies areas for improvement, she does not always establish what difference this will make to outcomes for children. The arrangements for safeguarding are effective. The childminder has recently updated her knowledge of child protection issues. She is clear on what she would do if she had any concerns. She carefully manages the security of the premises and the collection of children. This helps to promote children's safety and well-being. The childminder works in partnership with other settings children attend to provide consistent support. The childminder encourages parents and carers to give feedback in her annual questionnaire.

Quality of teaching, learning and assessment requires improvement

The childminder does not always make accurate assessments of children's skills. At times, she assesses that they are capable of things they are not yet secure in. Therefore, she does not always plan her support where it is most needed. The childminder does not always support children's learning well enough during play. She does not always give children time to initiate their own play or to comment or respond to questions. She is overly focused on counting and colour recognition during activities and routines. Nevertheless, the childminder does provide some support for learning. As children look out of the window she explains what has happened to the snow. When looking at books, she introduces and explains new words and their meaning.

Personal development, behaviour and welfare require improvement

Weaknesses in teaching mean that the childminder does not always support children to build on their personal development. For example, although children generally behave well, occasionally, they get frustrated or squabble with each other. Children do demonstrate that they understand the boundaries, for example they wait for the childminder to accompany them into the kitchen. Children do develop a strong attachment with the childminder. She gives them reassurance when they are upset. The childminder provides appropriate explanations to help children develop an understanding of the rules so that they can keep themselves safe. Children participate in an appropriate range of activities that helps them to learn about different cultures and religions.

Outcomes for children require improvement

Teaching requires improvement and this means that children are not yet making good progress in their learning. Occasionally, children struggle to initiate their own play. They join in with adult-led activities but sometimes lose focus because of the repetition. However, children are developing some of the skills they need for their future learning. They learn new words, can count and understand what is happening next.

Setting details

Unique reference number	EY267045
Local authority	Derbyshire
Inspection number	1064463
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 18
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	22 May 2013
Telephone number	

The childminder was registered in 2003 and lives in Derby. She operates all year round from 6am to 10.30pm on Monday to Saturday, except for bank holidays and family holidays.

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