

Childminder report

Inspection date	24 October 2018
Previous inspection date	7 July 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of 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

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

- The childminder does not consistently make the most precise assessments of children's learning. This includes the required written summary of development for children aged between two and three years.
- The planning is not good enough. The childminder does not consistently provide children with interesting, exciting and suitably challenging activities that are closely matched to their age, stage of development and individual next steps in learning. This means children's learning needs are not consistently well met.
- The professional development opportunities the childminder accesses do not focus as well as possible on developing her teaching skills to a good level. Children do not all benefit from learning outcomes that continually improve.
- The childminder does not consistently share detailed two-way information about children's learning with their parents. Children do not benefit from the best continuity between the setting and home.

It has the following strengths

- The childminder promotes children's safety and welfare. For example, her home is clean, safe and secure. She also makes effective use of records, documents and policies that support her care practices.
- The childminder gets to know children well when they first start. She makes use of her settling-in processes to help them become familiar with the environment and feel comfortable attending. Children are content in her care.
- The childminder is loving and attentive. She is sensitive to children individual care routines and needs. She ensures these are met. Children are well cared for during their time with the childminder.

What the setting needs to do to improve further

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

	Due date
make precise assessments of children's learning, including a written summary of development for children aged between two and three years	03/12/2018
improve the planning and provide children with interesting, exciting and suitably challenging activities that are closely matched to their age, stage of development and individual next steps in learning, to meet their learning needs	03/12/2018
enhance professional development and focus on developing teaching skills to a good level so that all children benefit from learning outcomes that continually improve.	03/12/2018

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

- extend partnerships with parents and share more detailed two-way information about children's learning between the setting and home, to help promote the best continuity.

Inspection activities

- The inspector observed teaching practice and conducted a joint observation with the childminder.
- The inspector viewed the areas used for childminding and held discussions with the childminder.
- The inspector looked at all the records, documents and policies available.
- The inspector checked evidence of the suitability and qualifications of the childminder.
- The inspector interacted with the children, spoke to a parent, and sought the views of parents from the written evidence provided.

Inspector

Josephine Heath

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder's professional development is not good enough. She does not focus well on improving her teaching to help promote learning outcomes for all children at a good level. Nevertheless, the childminder networks with local childminders, conducts research and seeks out some training, which helps her to keep her basic skills up to date, such as safeguarding and first aid. The arrangements for safeguarding are effective. The childminder has a sound understanding of child protection issues. She can identify signs of potential abuse or neglect, and knows how to act on any concerns. The childminder reflects on the overall quality of the setting and she identifies key areas for development. However, although she aspires to improve, she has not fully addressed all weaknesses to help maintain good standards.

Quality of teaching, learning and assessment requires improvement

The childminder does not consistently make accurate assessments of children's abilities as she sometimes underestimates or overestimates their current achievements. Furthermore, she does not complete the written summary for all children aged two to three years, as is legally required. The childminder does not consistently plan good-quality learning experiences that help to build on and extend children's development. Nevertheless, the environment is suitably resourced. Children generally access different activities that help to foster some aspects of their learning, such as their creativity. For example, children build towers from construction bricks and make decorative hedgehogs out of craft materials. Partnerships with parents are established. However, the childminder does not consistently foster the best two-way flow of information between those involved in children's education, to help develop strong continuity in their learning.

Personal development, behaviour and welfare require improvement

Due to weaknesses in the quality of teaching and activities planned, children are not always highly motivated to play, explore and learn. Nevertheless, the childminder promotes children's physical well-being. She talks to parents about the health benefits of the food they provide and she help children learn about the importance of eating well. The childminder promotes good hygiene, including regular handwashing. She provides opportunities for children to have fresh air and exercise. For example, she often takes children out to the local woodland and parks. The childminder has simple behavioural expectations in her home. She teaches children to be kind, caring and friendly. Children listen to the childminder and are happy to help with small tasks, such as tidying away.

Outcomes for children require improvement

Overall, children do not always make the best possible progress. They do not consistently become involved in all the activities on offer and occasionally they lose interest in what the childminder provides. Nevertheless, children develop the basic skills they need for the eventual move on to pre-school or school. Children are confident. They learn how to manage their self-care needs from an early age. Children learn to share, take turns and negotiate with their peers. They develop communication, language and literacy skills. For example, children name and label objects using flashcards, explore sounds using musical instruments, sing and move to music, and like looking at books.

Setting details

Unique reference number	EY290155
Local authority	Herefordshire
Inspection number	10069393
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	7 July 2014

The childminder registered in 2004 and lives in Hereford. The childminder operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays.

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Piccadilly Gate
Store Street
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