

Childminder Report

Inspection date

8 September 2015

Previous inspection date

13 April 2015

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		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 new systems to monitor, assess and plan for children's individual learning are still evolving. This means she does not always have a clear picture of how children are progressing to enable her to help them move on to the next steps in their learning effectively.
- Play activities and experiences provided by the childminder are not always purposeful or sufficiently challenging to keep children engaged and interested.
- Children who are learning English as an additional language do not have sufficient opportunities to see, hear and use their home language. The childminder has not fully considered how to include the languages children speak at home in her setting.
- The childminder does not make the most of opportunities to actively engage parents in their children's learning to help provide continuity in their learning.

It has the following strengths

- Children are settled and they relate well to the childminder who follows their individual routines during the day. This helps to promote children's emotional well-being.
- Children benefit from the welcoming and well-resourced play environment. This provides them with regular opportunities to independently explore and make choices about their play activities.
- The childminder promotes children's good health effectively. She teaches children the importance of good hygiene routines to keep them healthy.

What the setting needs to do to improve further

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

	Due Date
■ develop the use of observation and assessment to plan activities that help all children to make good progress in relation to their starting abilities	27/09/2015
■ provide children with a good range of challenging and enjoyable experiences across all areas of learning to help them make the best possible progress	27/09/2015
■ provide opportunities for children who learn English as an additional language to hear, see and use their home language during their play to support their language development.	27/09/2015

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

- strengthen ways to support and engage parents in their children's learning and development to help them extend children's learning at home.

Inspection activities

- The inspector observed activities and interactions between the childminder and the children.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at documentation, including a sample of children's records, planning and assessment.
- The inspector viewed the areas of the premises used for childminding.
- The inspector looked at the systems used by the childminder to evaluate her provision, including comments from parents.

Inspector

Dinah Round

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder has developed her understanding of the Early Years Foundation Stage requirements. She has worked closely with her local authority advisor to address the weaknesses from her last inspection. The childminder continues to develop her provision further with this support and is beginning to review her practice and service through self-evaluation. She has made some changes to help her assess and monitor children's progress. However, these changes are not fully effective to have a significant impact on children's learning and progress. Safeguarding is effective. The childminder has attended safeguarding training to update her knowledge of child protection issues and requirements and is clear about her responsibilities. She has updated her paperwork to maintain the required records to support children's welfare and well-being.

Quality of teaching, learning and assessment requires improvement

The childminder has a clear understanding of how children learn and develop. She offers a variety of play and learning activities, indoors and outdoors, that cover all areas of learning. However, some activities lack a good level of challenge to ensure that all children make good progress. For example, a planned painting activity does not engage children well enough and they soon lose interest. The childminder interacts with children appropriately during the activity to promote discussion, but she misses opportunities to extend their learning by introducing new language. She regularly counts with the children during play and routines to help develop their understanding of number. Children enjoy matching games, which teach them about shape and size. The childminder keeps parents suitably informed about their children's achievements through informal discussions. However, she does not take steps to actively involve parents in their children's learning at home.

Personal development, behaviour and welfare require improvement

The childminder interacts with children in a warm and friendly manner. She understands the children's individual needs and provides ongoing support. As a result, children form trusting relationships. The childminder teaches children positive ways to behave, such as to share and take turns with each other when they play with musical toys. During this activity, children listen and respond well, which helps them learn to play together. The childminder talks to children about each other's differences. However, she is not proactive in fully supporting children who speak other languages at home. As a result, she does not make the most of opportunities for children to develop and use their home language in their play and learning. Children enjoy regular outdoor play in the childminder's garden and through frequent outings. This means that children get plenty of fresh air and exercise, which supports their physical health and development.

Outcomes for children require improvement

Children develop some appropriate skills to help them become independent learners. However, they are not always sufficiently challenged and engaged in their learning to

ensure they are well prepared for the next stage in their learning. This means that children do not always make the best possible progress in relation to their starting points.

Setting details

Unique reference number	EY293612
Local authority	Poole
Inspection number	1012379
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	13 April 2015
Telephone number	

The childminder registered in 2004. She lives in the Canford Heath area of Poole, Dorset.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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