

Childminder Report

Inspection date

27 May 2016

Previous inspection date

4 November 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		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 does not consistently use her observations and assessments or information from parents to plan for each child's future learning, to ensure that they make good progress.
- The quality of teaching is inconsistent. The childminder does not reliably use what she knows about each child to consistently challenge them with full effect while they play.
- The childminder does not consistently inspire children in exploring and investigating different media and materials and in finding things out for themselves. She misses some opportunities to support children's mathematical knowledge in a meaningful way while they play.
- Children's understanding of people, families and traditions beyond their own is not fully extended through the experiences that the childminder provides.

It has the following strengths

- The childminder values the advice and support offered by local early years advisers in order to improve her provision. She discusses early years issues with other childminders and obtains information online about current government requirements.
- Children's personal, social and emotional needs are met well by the childminder. Children are confident and relationships between the childminder and the children are good.
- Children practise their good manipulative skills in a variety of ways.
- Documentation provided for parents to initially complete includes information about their child's care needs and development. Details of the service provided are included in a range of the childminder's policies and procedures.

What the setting needs to do to improve further

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

	Due Date
■ ensure that information gained from observation and assessment of children's progress, and information from parents, is consistently used to plan for their future learning, to help children make good progress	15/07/2016
■ improve the quality of teaching methods so that each child is more consistently involved in activities that inspire and engage them, and they are challenged to make best progress.	15/07/2016

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

- improve opportunities for children to use a range of media and materials, inspiring exploration and experimentation
- extend opportunities for children to gain a greater awareness of similarities and differences, and an understanding of different people in the wider world
- increase opportunities for children to extend their knowledge about numbers and shapes.

Inspection activities

- The inspector observed activities as children played in the indoor play area.
- The inspector observed an activity and discussed teaching methods with the childminder.
- The inspector looked at evidence of the childminder's training and checked evidence of the suitability of all adults.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a selection of children's assessment records and planning, and a range of other documentation.

Inspector

Jan Burnet

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. Required suitability checks for all adults who live in the household have been completed. The childminder is aware of the local child protection referral procedures to follow if she is concerned about a child. Since the last inspection she has taken steps to review her provision in order to improve. For example, she has joined a local authority childminders' association and this entitles her to access training courses through the year. The childminder's priority for improvement is to gain more knowledge about how to link her observations to planning for the next steps in children's learning so that this is fully effective. However, learning and development and assessment requirements are currently not fully met. The partnerships between the childminder and parents are positive.

Quality of teaching, learning and assessment requires improvement

The childminder's practice is variable with regard to challenging children effectively so that they make as much progress as they can. She does not consistently use what she knows about each child to plan and provide fully for the next steps in their learning. Children enjoy chatting with the childminder and talk confidently about members of their families. They use their good manipulative skills as they build with small construction bricks. Children ask the childminder to help them build houses with the bricks, and while doing so they name different colours. However, the childminder does not consistently encourage children to count or help them learn to recognise shapes while they play. Children create models while moulding dough. However, the childminder does not make sure that they are aware of other creative play resources that they could choose to play with, such as paint and glue. These are stored in the garage and so are not readily accessible to children.

Personal development, behaviour and welfare are good

Children's emotional security is addressed well. They are happy and settled. The childminder protects children's good health. Parents provide healthy food and the childminder ensures that children are physically active. They enjoy regular trips to parks and develop confidence and skills as they play on challenging physical play equipment. Children develop an understanding of dangers and how to keep themselves safe. For example, they learn how to cross the road safely. Children behave well. The childminder uses praise and encouragement to reinforce positive behaviour and to boost children's self-confidence. Children's learning with regard to people, families and communities beyond their own is not fully supported by the childminder.

Outcomes for children require improvement

Children gain basic skills to prepare them for learning in pre-school and school. However, some children are not making as much progress as they can due to inconsistent planning for their future learning. Children are prepared well emotionally for moving on to other settings. For example, they socialise with other adults and children at groups. They independently choose resources that are available in the playroom and learn to manage their self-care needs. Children speak confidently and clearly.

Setting details

Unique reference number	EY317226
Local authority	Northamptonshire
Inspection number	1032588
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 11
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	4 November 2015
Telephone number	

The childminder was registered in 2006 and lives in Kettering, Northamptonshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

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