

Childminder Report

Inspection date

25 November 2015

Previous inspection date

6 March 2012

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

Summary of key findings for parents

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

- Children in the early years age group do not always access outdoor play each day. Sometimes their access to outdoor learning is dependent on the weather.
- The available resources and activities do not adequately support children's developing understanding of difference and the wider world.

It has the following strengths

- Children are well-cared for in the childminder's comfortable home. School aged children have formed good friendships with each other. Relationships between the children and the childminder are based on mutual affection and trust.
- The childminder knows the children and their individual needs well. Several of the children have very complex dietary requirements and others have severe allergies. The childminder is vigilant. She ensures that the children are safe and well looked after.
- Despite the lapses in the children's access to outdoor play and the limited resources and activities to promote the children's understanding of the wider world, young children make good progress in all aspects of their learning while in the care of the childminder. They are eager and motivated learners.
- Children's communication and language are well supported. The childminder has made effective use of her professional development and of training events to improve her service and the way she supports children's listening and speaking skills.

What the setting needs to do to improve further

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

	Due Date
■ plan and provide a range of exciting and challenging outdoor play and learning experiences, daily, for children in the early years age group	29/02/2016
■ plan a range of activities to support children's developing understanding of difference and the wider world.	29/02/2016

Inspection activities

- The inspector reviewed the improvements the childminder has made since the last inspection and her plans for future improvement.
- The inspector observed older children during a range of play and learning activities in the designated play areas.
- The inspector held discussions with the childminder at convenient times during the inspection.
- The inspector looked at a range of documentation, including the assessment of children's learning, and discussed with the childminder her planning for children's learning and development.
- The inspector checked evidence of the suitability of all adults working or living on the premises, and the childminder's professional qualifications and training.
- The inspector took account of the views of parents and those of children spoken to on the day.
- The inspector explored the security of the premises and how effectively the childminder has identified and taken steps to minimise any potential risks.

Inspector

Deborah Jane Udakis

Inspection findings

Effectiveness of the leadership and management requires improvement

Weaknesses in the quality of teaching have not been identified by the childminder. She has a clear action plan in place to improve the outdoor play space. However, the childminder does not always provide for daily outdoor play for the children in the early years age group. The impact of this is minimised as children build their physical stamina as they walk to and from school each day. However, on occasions they miss out on learning and exploration of the outdoors. She regularly reviews the effectiveness of her practice and has taken some positive action to secure improvements to her service. For instance, she has renovated her garage to provide a dedicated, safe and secure playroom. The arrangements to safeguard children are effective. The childminder rigorously monitors the safety of children as they walk to and from school. The children's safety and welfare are her primary concern. She provides a secure home environment. Partnerships with parents are well-established and trusting. Daily discussions take place with parents about their children and information is effectively shared for the benefit of the children.

Quality of teaching, learning and assessment requires improvement

Limited resources and activities are available to support children's understanding of others and to help them to explore differences in families and cultures. The childminder closely monitors the progress of children in the early years age group. Assessment arrangements are secure and provide convincing evidence of the good progress children make during their time in the childminder's care. She carefully considers how to best support the next steps in children's learning. Frequent opportunities are provided for children to express and communicate their views, feelings and emotions, as well as to listen to others.

Personal development, behaviour and welfare are good

The younger children are encouraged to take care of themselves, their personal hygiene and safety. They respect their environment and use resources constructively and with care. The older children express their appreciation of the childminder's care. One child described the childminder as, 'the best childminder ever!' The very rare incidents of unwanted behaviour are dealt with in ways that are appropriate to the children's stage of development and level of understanding. Children's good behaviour is expected and valued. Children with disabilities and special educational needs receive effective support. The childminder takes appropriate steps to engage with parents and other agencies to make sure children access additional support and services.

Outcomes for children are good

In the care of the childminder, children have a flying start in their personal, social and emotional development. They develop the confidence, skills and abilities to support their future growth and development. The children talk enthusiastically about their experiences and they share their knowledge of how to keep themselves safe. For instance, a child clearly explains the allergic reaction she experiences when she eats certain foods.

Setting details

Unique reference number	EY319213
Local authority	Stoke on Trent
Inspection number	1030688
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	6 March 2012
Telephone number	

The childminder was registered in 2005. She lives with her two children in Stoke-on-Trent, Staffordshire. She operates all year round, Monday to Friday. The childminder holds a recognised early years qualification at level 3.

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