

Childminder Report

Inspection date

3 July 2015

Previous inspection date

11 December 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

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

- Parents do not routinely share their observations of children's learning at home. Furthermore, partnerships between the childminder and other settings that children attend are not fully established. Consequently, children do not benefit from continuity of learning experiences at home and in all provisions that they attend.
- The childminder does not monitor or evaluate the practice of her assistants. This means that any weaknesses are not identified or tackled to improve the quality and consistency of teaching.
- Children's communication and language skills are not always supported effectively. Questioning techniques do not encourage children to think and answer for themselves. As a result, some children are not gaining confidence in speaking.

It has the following strengths

- The childminder has attended safeguarding training and has shared this knowledge with her assistants. As a result, all those working with the children are clear of their duty to protect them. They are knowledgeable about possible signs of abuse and know the procedures to follow if they have a concern.
- Children are learning independence skills needed for the next stage in their learning. They follow instructions to manage their own self-care and help to tidy away their toys before they move on to the next activity.
- The childminder and her assistants are very caring and attentive to the needs of children. Consequently, children's personal, social and emotional development is nurtured well.
- The childminder plans a range of age-appropriate activities to help children learn through play.

What the setting needs to do to improve further

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

- develop links with other settings that children attend by sharing information about their development and work together to help them reach the next stage in their learning more quickly
- monitor the performance of staff and identify any weaknesses in teaching, in order to provide effective support and coaching to improve their skills and ensure consistent quality learning experiences for children.

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

- enhance children's learning by obtaining information from all parents about their children's achievements at home, including prior learning and development for those who are new to the setting
- extend children's vocabulary and confidence in speaking by posing questions, which prompt them to think and offer several possible responses and by giving them time to respond.

Inspection activities

- The inspector toured the areas of the home used for childminding.
- The inspector took account of the views of parents spoken to at the start of the inspection and reviewed parent questionnaires.
- The inspector observed practice and interactions between adults and children during play activities.
- The inspector checked evidence of the suitability of all those working with children and checked the childminder's qualification.
- The inspector looked at a range of documentation, including policies and procedures, and records of children's development and learning.
- The inspector spoke to the childminder, her assistant and children at appropriate times during the inspection.

Inspector

Emma Woollard

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The quality of teaching is variable. Some adults tend to ask questions which require one-word answers. Also, children are not always given time to consider their own answers to questions and respond when they are ready. This means that opportunities for children to think and extend their vocabulary are not fully maximised. The childminder uses her observations to make an initial assessment of children who are new to her setting. However, she does not seek information from parents about what their children already know and can do when they first start. Nevertheless, the childminder uses observations effectively to consider what children need to do next and she discusses this with her assistants. Together, they support children to achieve and learn through play. For example, the childminder provides different shaped containers for children to think about size and volume as they put objects in and out. Children enjoy exploring their senses during cooking activities. The childminder encourages them to think about taste, smell and touch as they handle raw jelly.

The contribution of the early years provision to the well-being of children is good

Young children demonstrate strong attachments to the childminder and her assistant. They enjoy cuddles, seek out reassurance when needed and they play contentedly in the childminder's home. All adults have been trained in paediatric first aid and children are kept safe as the childminder considers hazards in her home. For example, the family dog has restricted access of the home during childminding hours, so that young children can toddle and learn to walk safely. Children wash their hands at appropriate times during the day and enjoy opportunities to be outdoors and physically active in the garden. They wear sunhats and are encouraged to drink regularly on hot days to keep hydrated.

The effectiveness of the leadership and management of the early years provision requires improvement

The childminder monitors children's progress and records information about their stage of development through learning journals. However, partnerships with others are not fully effective. Systems for gathering information about children's learning and development in the home and in other settings are not established. Where children also attend a local pre-school, the childminder does not share her own assessments with them or find out about how they are planning to support children's progress. Similarly, parents are not regularly encouraged to share details of children's learning at home. Therefore, there are missed opportunities to build on children's interests and promote their learning further through a shared approach. The childminder belongs to a local childminding group where she is able to reflect and share good practice. She uses these opportunities to keep up to date with any changes. The childminder has gained a childcare qualification at level 3. As a result, she has a sound knowledge of child development and understands how children learn through play. However, the childminder does not evaluate the performance of others working with her or identify any weaknesses in their practice. Consequently, her assistants do not benefit from any support or coaching to improve their teaching skills.

Setting details

Unique reference number	EY336925
Local authority	Lincolnshire
Inspection number	996651
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	10
Name of provider	
Date of previous inspection	11 December 2009
Telephone number	

The childminder was registered in 2006 and lives in Grantham, Lincolnshire. She operates all year round from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder has a childcare qualification at level 3 and she works with two assistants.

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