

Childminder Report

Inspection date

3 August 2015

Previous inspection date

9 February 2010

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		Good	2
The contribution of the early years provision to the well-being of children		Requires improvement	3
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:

- The childminder has not fully met her legal obligation to provide Ofsted with all the information they require with regards to the adults working at her premises.
- The childminder has not ensured that all children in the early years age group are consistently assigned a key person when they start attending.
- Older children have few opportunities to develop some aspects of their early writing skills.
- The childminder does not review her provision effectively enough to ensure that all of the requirements of the Early Years Foundation Stage are fully met.

It has the following strengths

- The well-qualified childminder understands how to effectively promote children's development. She identifies what children need to learn next and plans ways to support their learning in these areas. Children of all ages and abilities make good progress.
- The childminder and her assistants promote children's personal and social development well. They give clear guidance about acceptable behaviour. Children learn to share, take turns and play together.
- Children's good health is successfully promoted. The childminder provides healthy snacks and home-cooked meals. Children benefit from plenty of opportunities to play in the garden and to continue their learning outside in the fresh air.
- Children are kept safe because the childminder and her assistants understand their responsibility to protect children from harm. They are aware of the appropriate action to take if they have concerns about the welfare of a child in their care.

What the setting needs to do to improve further

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

- make sure that Ofsted are provided with all the information they need to enable them to complete full suitability checks for all adults that work directly with children
- ensure that a key person is assigned for each child in the early years age range as they start attending to help ensure that learning and care is tailored to meet their individual needs and to build early relationships with the child and their parents.

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

- provide more opportunities for older children to develop their early writing skills and to give a purpose and meaning to the marks they make
- reflect on the provision to check that all the legal requirements of the Early Years Foundation Stage are being fully met, and to identify areas for further improvement.

Inspection activities

- The inspector viewed all areas of the premises that are used for childminding.
- The inspector observed children engaged in a variety of activities, inside and outdoors.
- The inspector looked at children's assessment records, planning, and a range of other documentation, including policies and procedures and the childminder's self-evaluation form.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector checked evidence of the training, qualifications and suitability of all adults working with the children and living on the premises.
- The inspector spoke with the childminder, assistants and children at appropriate times during the inspection.
- The inspector took account of the views of parents, including those spoken to during the inspection.

Inspector

Victoria Mulholland

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder provides a broad range of resources and activities to meet the needs of all the children attending, including those who have special educational needs or disabilities. The quality of teaching is good. The childminder and her assistants promote children's speaking skills well. They ask questions, engage children in conversations and extend children's vocabulary. Children who speak English as an additional language are particularly well supported. For example, some key words are gathered in children's home languages to support their understanding and learning of English. Children make choices about what they do. There is a well-balanced mix of adult-led activities and opportunities for children to lead their own learning. Young children explore a variety of natural objects and interesting items made of metal and wood. Older children enthusiastically create their own fruit kebabs to eat. Children enjoy singing, listening to stories and using mark-making tools. Older children learn how to form letters and begin to write their own names. However, there are fewer opportunities for them to write for a purpose during their play. Children's early mathematical skills are promoted well as they count and learn about changes in quantity through number rhymes. Overall, children are well prepared for the next stage in their learning and the eventual move on to school.

The contribution of the early years provision to the well-being of children requires improvement

The childminder and her assistants create a welcoming and attractive environment for children. They build good relationships with children and their parents or carers over time. However, this does not always happen quickly enough because the key-person system is not fully effective. Some children have not been assigned a key person to support them from the start. Children's independence and self-care skills are promoted well, relative to their ages and capabilities. Children help with tidying away resources and enjoy the responsibility of serving food to one another at mealtimes. This effectively builds their confidence and sense of cooperation. Children manage risks as they use climbing equipment outside. Older children learn to handle kebab sticks and plastic knives safely.

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

Overall, the childminder has a reasonable understanding of the Early Years Foundation Stage. She evaluates the provision and uses the views of parents to help her make improvements. Some aspects of practice are strong, but others are less effective. The childminder does not always identify and swiftly address areas where requirements are not fully met. For instance, she has not provided Ofsted with all the information they need about adults working at the setting. This is required so that a complete range of suitability checks can be carried out. Nevertheless, the impact of this on children's safety is reduced because the childminder has ensured that all staff have undergone Disclosure and Barring Service checks. The childminder and highly qualified assistant undertake relevant training to refresh and inform their working practices with children. They pass on information to the temporary assistant in order to maintain consistency in the provision.

Setting details

Unique reference number	EY340625
Local authority	Warwickshire
Inspection number	862877
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 11
Total number of places	18
Number of children on roll	21
Name of provider	
Date of previous inspection	9 February 2010
Telephone number	

The childminder was registered in 2006 and lives in Leamington Spa. The provision operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and planned holidays. The childminder has a relevant childcare qualification at level 3. She works with two assistants, one of whom has a relevant childcare qualification at level 5. The provision offers funded early education for two-, three- and four-year-old children. The provision supports children who have special educational needs and/or disabilities and children who speak English as an additional language.

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