

Childminder Report

Inspection date

13 June 2017

Previous inspection date

1 June 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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 does not always use her observations of the children to assess their progress, plan activities or identify the next steps in their learning. This means that some areas of learning are not thoroughly planned for.
- Accurate summaries of children's progress between the ages of two and three years are not shared with parents or other professionals who work with the children.
- The childminder does not encourage parents to contribute information about their children's learning and development or ongoing progress.
- The childminder does not regularly seek ongoing professional development opportunities to broaden her skills and further enhance outcomes for children.

It has the following strengths

- The childminder's home is warm and welcoming with a good range of resources for the children to explore and independently select.
- The childminder has good relationships with the parents and they are complimentary about the service that she provides.
- The childminder is calm and caring and the children are happy and enjoy the time they spend in her home. She is a good role model and children are well behaved and confident in her care. Children are encouraged to be kind, take turns and learn how to share.

What the setting needs to do to improve further

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

Due Date

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|---|------------|
| ■ use observations of children's learning to assess and plan activities and identify next steps to further support their progress across all areas of learning | 13/07/2017 |
| ■ provide a summary of children's progress between the ages of two and three years and share this with parents and any other professionals who may be involved in the child's learning. | 13/07/2017 |

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

- explore further ways for parents to contribute towards their children's learning and development and ongoing progress
- develop a more effective programme of ongoing professional development to help broaden knowledge and strengthen teaching and learning.

Inspection activities

- The inspector observed the quality of teaching during activities and daily care routines, and assessed the impact this has on children's learning and development.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the written views of parents.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures and evidence of the suitability of adults living on the premises.

Inspector

Emma Barrow

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder reflects on her practice and considers ways to improve. However, she does not access many training and development opportunities to further enhance her practice. Arrangements for safeguarding are effective. The childminder understands her responsibilities in keeping children safe and she knows what action to take should she have any concerns about the children in her care. The childminder creates a safe play environment and implements risk assessments to identify any potential hazards. The childminder has policies and procedures in place to cover all of the welfare requirements and she shares these with parents.

Quality of teaching, learning and assessment requires improvement

The childminder makes written observations of children, however, she does not use these observations to consistently assess and plan for children's next steps in learning. As a result, activities do not always have a clear focus to ensure children are consistently making progress in their all-round learning and development. Parents also do not contribute information to and are not involved in ongoing assessments of children's learning. The childminder listens carefully to children and responds appropriately to support and promote ongoing language development. Children speak confidently and the childminder asks appropriate questions to help them extend their thinking during play. Children are learning to develop their mathematical skills through play.

Personal development, behaviour and welfare require improvement

The childminder is a positive role model for children and they share a good relationship. She sets clear and consistent boundaries and children respond well, their behaviour is good. The children enjoy taking trips out to the local park which helps to support their physical development. Children frequently attend groups where they learn to mix with other children to help develop social skills. The childminder helps to support children's growing imagination. She listens well to children and provides a narrative to extend their thinking. The childminder has an effective settling-in procedure that ensures a smooth transition from home. She works in partnership with the parents, following their children's routines and care needs. However, the childminder does not complete a required summary of children's progress between the ages of two and three years to share with parents or other professionals involved in children's learning.

Outcomes for children require improvement

Weakness in assessment, planning and information sharing mean that children are not yet fully supported to make enough progress in all areas of learning. Overall, children are supported to develop the skills they will need in preparation for the move to school. Children are curious and confident and enjoy learning.

Setting details

Unique reference number	EY343544
Local authority	Lancashire
Inspection number	1092902
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	6
Number of children on roll	11
Name of registered person	
Date of previous inspection	1 June 2015
Telephone number	

The childminder registered in 2006 and lives in New Longton, Preston. She holds an appropriate early years qualification at level 3 and operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works alongside a co-childminder.

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