

Childminder Report

Inspection date

24 May 2017

Previous inspection date

5 March 2014

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 use her observations and assessments of children's development to plan activities that challenge children's learning sufficiently. The progress children make is not good enough.
- The childminder does not support children's independence skills fully, in order to help them learn how to manage their basic hygiene and make choices in their play.
- Self-evaluation is not robust enough to help the childminder identify all areas where improvement is needed.
- The childminder does not fully consider how to help children develop an awareness of the similarities and differences between their lives and experiences, and those of others.

It has the following strengths

- The childminder works well in partnership with parents and other early years settings that children attend to support continuity in their care.
- The childminder and her assistant encourage younger children to use their senses to explore and investigate. For example, children enjoy handling objects that light up and describe the candles as nice when they smell them.
- The childminder and her assistant are caring and nurturing. Children are happy and secure in their care.
- Children have clear guidance about what is appropriate behaviour and they behave well.

What the setting needs to do to improve further

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

	Due Date
■ improve the use of observations and assessments of children's progress to plan challenging learning opportunities that are more precisely matched to their individual interests to ensure all children make consistently good progress	24/06/2017
■ increase opportunities for children to become independent in managing their own needs and making decisions in their play	24/06/2017

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

- make effective use of ongoing self-evaluation to reflect accurately on the quality of teaching and learning, in order to improve outcomes for children
- provide more opportunities for children to learn about the similarities and differences between themselves and others in the community and wider world.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and her assistant at appropriate times during the inspection.
- The inspector and the childminder observed an activity and discussed it together.
- The inspector looked at relevant documentation, including suitability checks, policies and children's records.
- The inspector took account of parents' views.

Inspector

Anne Clift

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder and her assistant attend safeguarding training to ensure that their knowledge is up to date. They have a secure knowledge of how to keep children safe and understand the procedures to follow if they have any concerns about a child's welfare. The childminder carries out her own research to gain new ideas, such as developing sensory resources. However, she does not reflect accurately on the service she provides to identify all the weaknesses in practice and make improvements to ensure consistently good outcomes for children. The childminder ensures that her assistant has a clear understanding of her role and responsibilities.

Quality of teaching, learning and assessment requires improvement

The childminder makes regular observations of children's play, and assesses their next steps in learning. However, these are not precise enough to identify where children can be challenged further to make better progress. At times, the childminder and her assistant do not recognise quickly enough when children are no longer engaged in their learning. The childminder and her assistant help children to develop their mathematical understanding. For example, children enjoy drawing shapes and hunting for numbers to complete puzzles. The childminder and her assistant support children's communication and language skills. They talk to children as they play and help them to develop their vocabulary, such as describing features of animals they are drawing.

Personal development, behaviour and welfare require improvement

The childminder and her assistant complete some tasks that children can do for themselves. Although children learn the importance of washing their hands before eating, the childminder does this for them. This limits opportunities for them to learn to manage their own personal hygiene independently. Children have suitable opportunities to lead their play outdoors, however, the childminder does not make indoor resources easily accessible to children. She rummages in boxes searching for toys for children to use and at times, some children are not motivated to make decisions about what to do next, and sit waiting. The childminder has not fully developed experiences and activities to help children learn about diversity, in order to fully extend their understanding of the world.

Outcomes for children require improvement

Children gain some skills for future learning and for school. However, inconsistencies in teaching affect children's independence and they are not all suitably challenged or motivated to make consistently good progress. They gain the confidence to join in with conversations and talk about their experiences at home. They are keen to practise their early literacy skills and enjoy reading books, drawing and writing. Children benefit from regular opportunities to be physically active outdoors.

Setting details

Unique reference number	EY347604
Local authority	Walsall
Inspection number	1087273
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	8
Number of children on roll	8
Name of registered person	
Date of previous inspection	5 March 2014
Telephone number	

The childminder registered in 2007. She operates from her home in Willenhall, West Midlands. She works on Monday to Friday, from 7.30am to 6pm, except bank holidays and family holidays, and works with an assistant. She holds a relevant early years qualification at level 5. The childminder receives funding to provide free early education for two-, three- and four-year-old children.

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Piccadilly Gate
Store St
Manchester
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