

Inspection date

11 March 2015

Previous inspection date

27 September 2011

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:

- The childminder does not make precise assessments of children's development or consistently plan for their next steps in learning, to ensure they make the best possible progress.
- The childminder is not aware of the requirement to complete the progress check for children between the ages of two and three years.
- The childminder does not consistently share information about children's learning and development with other early years providers. This means they are not always able to plan together and share ideas to maximise children's learning.
- The childminder does not ask for a wide enough range of information about children's existing skills and knowledge from parents on entry, to help her focus initial assessments and to plan precisely for children's immediate learning needs.

It has the following strengths

- The childminder organises her home well to provide a warm and safe place for children to play and explore.
- Children are happy and settled in the childminder's care. They have good attachments to the childminder, who is caring and attentive to their needs. Therefore, children's emotional well-being is well supported.
- The childminder has house rules which are shared with parents and children. Consequently, children are aware of boundaries and behave well.
- Children have daily opportunities for fresh air, outdoor play and exercise. They go for walks and frequently visit local parks.

What the setting needs to do to improve further

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

- make better use of observations and assessments to consistently identify children's individual next steps in learning, and use these to plan challenging and purposeful activities that enable all children to make good progress
- develop knowledge and understanding of the progress check for children aged between two and three years, and ensure that this is undertaken as part of effective assessment arrangements.

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

- establish firmer starting points for children's learning by seeking precise, detailed information from parents about their child's prior learning and development when they first begin to attend
- strengthen the arrangements for exchanging information with other early years provision, in order to maximise support for children's all-round learning and development.

Inspection activities

- The inspector viewed all areas of the home used for childminding.
- The inspector spoke to the childminder and children during the inspection, and observed children engaged in a variety of activities.
- The inspector looked at a sample of policies and children's assessment records.
- The inspector carried out a joint observation with the childminder.
- The inspector checked evidence of the suitability of household members and viewed the childminder's training certificates.

Inspector

Tina Smith

Inspection findings

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

The childminder plans play activities around the children's interests. These are varied and cover most areas of learning. She gathers information from parents on induction about their child's care needs and interests. However, she does not seek enough information about what children can already do. Consequently, she cannot plan for their immediate learning needs or effectively monitor how they progress. Children happily make choices about their play and the childminder supports them appropriately, sitting with them as they explore role-play food. Young children concentrate as they carefully add stickers to cards and wrap presents they have made for Mother's Day. The childminder supports children's communication and language skills because she talks to them throughout the day. She offers lots of praise and encouragement, which builds their confidence and self-esteem. However, children do not make best progress because the childminder does not consistently plan for their individual next steps in learning. For example, the childminder does not use routines, such as nappy changing, to support children's skills in self-care.

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

The childminder's home is safe and welcoming. Children have warm and loving relationships with the childminder and they enjoy lots of cuddles and praise. Children are offered a gradual settling-in period where they become familiar with the homely environment. The childminder ensures that she follows children's home care routines for food and sleep. Children independently access a good range of resources, both indoors and outdoors. The childminder has house rules which are shared with children and parents. Consequently, children behave well because they know what is expected of them. Children benefit from regular trips to toddler groups to develop their social skills. They engage in physical play, both in the garden and when on outings to the park. The childminder understands the importance of preparing children for school and future life. She encourages them to be independent, for example, to peel their own fruit at snack time.

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

The childminder understands her responsibilities in meeting the safeguarding and welfare requirements. Risk assessments identify and minimise hazards and she is clear about child protection procedures, including where to seek advice. The childminder attends some training, for example first aid. However, she has not updated her knowledge about recent changes to legislation. As a result, she is not aware of the requirement to complete the progress check for children aged between two and three years. The childminder has positive relationships with parents. She spends time at the end of each day talking to them about their child's daily routines and activities. However, the childminder does not always share information about children's learning and development with other early years providers. Consequently, a shared approach to children's ongoing learning and development, to help maximise their progress, is not achieved.

Setting details

Unique reference number	EY362274
Local authority	Worcestershire
Inspection number	863737
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	27 September 2011
Telephone number	

The childminder was registered in 2007 and lives Lyppard Hanford, Worcester. She operates all year round from 7.30am to 6pm Monday to Friday, except bank holidays and family holidays.

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