

Childminder Report

Inspection date

4 July 2018

Previous inspection date

5 March 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 risk assess and supervise children effectively enough to ensure that children are safe at all times and not exposed to avoidable hazards.
- The childminder does not plan focused activities effectively to close gaps in children's progress, for example, in their personal development and literacy skills. Children have limited opportunities to learn new skills, and do not remain interested and engaged during some activities. Due to weaknesses in assessment, planning and teaching, not all children make as much progress as they could.
- The childminder does not support children effectively to develop their physical skills sufficiently well. For example, she does not support children to handle and manage tools and utensils, to be independent and gain skills in preparation for their move to school.
- The childminder provides limited opportunities for children to explore diversity and gain a broad understanding of people and communities beyond their own.

It has the following strengths

- The childminder provides a wide range of resources to support those children who prefer to play and learn outdoors.
- Children enjoy frequent conversations and have positive relationships with the childminder.
- Children are happy, comfortable and confident with the childminder.

What the setting needs to do to improve further

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

	Due Date
■ use risk assessments effectively to identify all potential hazards, and ensure staff supervise children at all times to ensure that children are not exposed to unnecessary risks	18/07/2018
■ improve planning to focus on addressing gaps in children's learning to provide challenge and opportunities for them to learn new skills through age- and stage-appropriate activities that help them to make good progress.	04/08/2018

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

- increase opportunities for children to handle tools and utensils to improve the physical skills they need to develop their early writing skills and become more independent
- provide a range of opportunities for children to learn more about people, families and communities beyond their own to extend their understanding of diversity and difference.

Inspection activities

- The inspector had a tour of the setting and discussed health and safety with the childminder.
- The inspector spoke with children and took account of their views and took account of the views expressed by parents and older children in questionnaires.
- The inspector observed care and teaching practices indoors and outdoors, and discussed practices with the childminder.
- The inspector looked a range of documentation, including that relating to the statutory requirements.
- The inspector discussed management of the setting with the childminder.

Inspector

Patricia Pillay

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder knows the signs that would alert her to concerns and the actions that she should take to follow these up. However, she does not assess hazards thoroughly or supervise children effectively, exposing them to avoidable risks. For example, the childminder leaves children alone at times, and they climb on adult chairs on their own, which tip back. Although the childminder monitors some aspects of her practice, she does not effectively identify and address weaknesses or use training opportunities to provide consistently challenging activities to support all children's learning, and keep them safe. The childminder keeps her knowledge of statutory requirements updated. This has led her to make changes to her policies and to take account of new data sharing requirements.

Quality of teaching, learning and assessment requires improvement

The childminder does not plan consistently engaging activities to support children's good development in areas of learning where she has identified concerns. Consequently, gaps in children's progress do not close promptly, for example, in their personal, physical and literacy skills. Many activities lack challenge and do not focus on children's next steps, and, at times, children become bored and do not actively engage in learning. The childminder does not teach children effectively about safety and managing risks. The childminder gathers information from parents and shares daily information with parents about their children. Children enjoy playing with others at groups they visit with the childminder. Outdoors, they receive good support to explore the water play and resources.

Personal development, behaviour and welfare require improvement

Since the previous inspection, the childminder has made some improvements to how she supports children to develop independence in some of their self-care routines, such as handwashing. However, she provides very limited opportunities and support for children to extend their physical skills, so they learn to handle and use cutlery and tools, ready for future learning. Children do not reach their full potential and become more confident learners. The childminder provides very limited opportunities for children to learn about the lives of others. There are few resources and activities that reflect positive images of diversity or the backgrounds of the children attending. The childminder has provided a wide range of resources outside which children enjoy exploring together. For instance, older children skilfully pour water through funnels and pipes as younger children listen to the sounds the water makes and watch excitedly to see where the water will come out.

Outcomes for children require improvement

Older children learn to take some responsibility ready for their move to school, for example, they put away their shoes and coats when they arrive and help themselves to drinks. However, children do not make good progress from their starting points. Activities and support do not challenge them frequently enough to learn new things and constantly engage them. Children enjoy their time with the childminder and enjoy playing outdoors.

Setting details

Unique reference number	EY380177
Local authority	Gloucestershire
Inspection number	1093563
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 7
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	5 March 2015
Telephone number	

The childminder registered in 2008. She lives in Cheltenham. The childminder operates from 7.30am to 6pm Wednesday, Thursday and Friday, all year round.

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