

Childminder report

Inspection date	6 June 2019
Previous inspection date	31 October 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of 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 is a provision that requires improvement

- The childminder's assessments of children's learning are not robust enough to identify gaps in their development. They do not indicate precisely what children need to learn next in order to progress.
- The childminder does not have a targeted programme of professional development to help her improve the quality of her teaching.
- The childminder has not updated her safeguarding knowledge sufficiently enough to ensure that she is fully aware of the wider safeguarding issues and how to reflect these in her policies and procedures.
- Self-evaluation is not yet effective to help the childminder to identify and address weaknesses in her knowledge and skills to drive improvements forward.

It has the following strengths

- The childminder has a kind and caring nature. She is a positive role model to children. Children behave well and are respectful to others.
- Children develop positive relationships with the childminder. They look to her for emotional support when needed, and show that they feel safe and secure in her home.
- The childminder identifies any risks in the premises and during outings, and takes appropriate action to promote children's safety.
- The childminder maintains encouraging relationships with parents from the start. She shares daily information with parents about their child's day while in her care. Parents' comments show that they are happy with the care that their children receive.

What the setting needs to do to improve further

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

	Due date
improve the use of observations and assessments to monitor children's progress effectively, identify gaps in their learning and plan precisely for their individual next steps	05/07/2019
implement a targeted and precise plan for professional development and raise the overall quality of teaching to at least a good standard	05/07/2019
ensure safeguarding knowledge is up to date, including guidance regarding the 'Prevent' duty.	05/07/2019

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

- make effective use of self-evaluation to help identify and address all weaknesses in practice and improve outcomes for children.

Inspection activities

- The inspector had a tour of the premises with the childminder. She observed activities indoors and outside, and assessed the impact these had on children.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector checked relevant documentation, including evidence of the suitability of the childminder and other persons living in the household.
- The inspector took account of the views of parents provided in written form.

Inspector
Rupi Phullar

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder has not ensured that her safeguarding knowledge and skills are fully up to date. Therefore, she is unable to give parents the most current information about changes. Although this has not had an adverse impact on children's welfare, not all policies and procedures are kept up to date. Safeguarding is effective. The childminder is aware of the signs of possible abuse and harm, and is able to respond to an allegation made against herself or a member of her family. The childminder occasionally meets with other childminders and completes reviews on the activities that she provides. However, her professional development and the evaluation of her practice are not consistent enough to help keep her knowledge of the statutory requirements up to date.

Quality of teaching, learning and assessment requires improvement

The childminder knows the children in her care well. She provides resources that she knows the children like and enjoy. However, she does not carry out accurate assessments to clearly identify and plan for children's individual next steps in learning. The childminder joins in with the children as they play, and introduces new, less familiar words to extend children's vocabulary. Children copy the words that they hear, and follow instructions that the childminder gives to show that they understand. For example, children learn to recite numbers, letter sounds and recognise shapes. Children enjoy looking at books and pointing to familiar pictures. They build towers using plastic blocks.

Personal development, behaviour and welfare require improvement

The childminder has not kept some policies and procedures up to date. This could result in some delay in responding to children's needs. Nevertheless, the childminder is attentive to children's care routines. Children eat, sleep and rest according to their needs. The childminder praises children's achievements and efforts, which helps them to develop their confidence. Children follow appropriate hygiene practices, such as washing their hands before meals. They have opportunities to be physically active. For example, they play in the childminder's garden. Children enjoy healthy snacks, such as fruit. They have opportunities to go on outings and explore the local areas. For example, they visit the shops and local facilities in the community where they mix with children and other adults. This helps to extend their social skills and helps them to develop positive attitudes towards others.

Outcomes for children require improvement

Children are active learners. They are beginning to focus on activities for periods of time that are expected for their age. For example, they concentrate as they recognise some numbers and colours during planned activities. Children share their achievements with others. They are beginning to make progress across the seven areas of learning in preparation for starting school. However, weakness in assessments means that children are not making the best progress in all areas of learning.

Setting details

Unique reference number	EY411201
Local authority	Birmingham
Inspection number	10106142
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	31 October 2014

The childminder registered in 2010 and lives in the Northfield area of Birmingham. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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