

Childminder Report

Inspection date

28 April 2016

Previous inspection date

17 December 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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 maintain the required adult-to-child ratios that comply with the requirements of the early years foundation stage.
- The childminder does not ensure that the individual needs of all children are carefully considered and consistently met during all activities. This hinders children's ability to make good progress in their learning and development.
- Strategies to manage children's behaviour are not robust enough to prevent instances of unwanted behaviour occasionally arising during play.
- Systems for self-evaluation are not rigorous enough to identify some areas for improvement, such as identifying breaches to the legal requirements and to more clearly highlight the childminder's strengths.

It has the following strengths

- Children form secure emotional attachments with a childminder who is kind and caring. They are confident to make their own choices and enjoy being independent when taking a leading role, such as the helper for snack routines.
- Partnerships with parents are strong. Effective strategies, such as termly reports and home activity packs, provide parents with opportunities to review and contribute to children's learning on a regular basis.
- Children's progress is monitored very well. Accurate tracking documents swiftly identify and support any gaps in children's learning. The childminder works together very closely with parents and other professionals to support children's specific needs.

What the setting needs to do to improve further

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

	Due Date
■ ensure that the required adult-to-child ratios are met at all times	13/05/2016
■ ensure that the individual needs of all children are carefully considered and consistently met when taking part in activities to help them make good progress in their learning and development	13/05/2016

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

- improve behaviour management strategies to prevent instances of unwanted behaviour arising during play
- develop systems for self-evaluation and reflective practice to ensure that legal requirements are continually met and to more clearly highlight the strengths of the setting.

Inspection activities

- The inspector toured the areas used for childminding.
- The inspector examined a range of documents. These included, evidence of suitability, risk assessments, policies and procedures, a record of the childminder's qualifications and training, and children's observation and assessment records.
- The inspector observed children during their freely chosen and routine activities.
- The inspector conducted a joint observation with the childminder during a planned activity.
- The inspector held discussions with the childminder and children throughout the inspection.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The childminder has a firm understanding of the procedures to follow to protect a child's welfare. Thorough daily checks of the environment and suitability checks of all adults living in the house are completed, contributing to the reduction of any potential risks to children. However, the childminder often cares for more children than permitted, which is a breach of legal requirements. That said, she is vigilant about children's safety and supervises them well in a secure and safely organised environment, in order to keep them safe. The well-qualified childminder attends regular training and meets up with other local childminders to share practice ideas. She uses what she learns to improve her practice. However, self-evaluation is not yet rigorous enough to swiftly identify some improvements, such as identifying breaches to the legal requirements and to more clearly highlight her strengths.

Quality of teaching, learning and assessment requires improvement

The childminder is responsive to children's learning needs. She accounts for children's interests and next steps, using accurate assessments to plan for their future learning. Activities are generally challenging and fun. Younger children enjoy repeating colour names and accurately group different coloured beads together. Older children engage in conversation with the childminder about current interests, such as superheroes. They respond well to questions about their natural world, showing their understanding of the effects of the weather. However, during some activities children's needs are not carefully considered or consistently met. For example, although children thoroughly enjoy communicating about their families with one another during group time, instances of unwanted behaviour occasionally obstruct the opportunities for each child to fully engage. This hinders children's ability to make good progress in their learning and development.

Personal development, behaviour and welfare require improvement

Children are happy and settled in this appealing environment. The childminder encourages children to share resources, take turns and to use their kind hands during play. However, behaviour management strategies are not always robust enough to prevent occasions of unwanted behaviour arising during play. For example, during sensory play children become frustrated and squabble over resources, resulting in the activity being terminated after a short while. The childminder prepares children well for any changes to their routine. For example, she tells them what they are going to do now and next, to help them prepare. Children have daily opportunities to explore their natural world and have exercise, to promote their good health.

Outcomes for children require improvement

Children make suitable progress in their learning and development. Younger children show confidence in exploring their surroundings freely and independently. Older children are becoming socially, emotionally and physically ready for school. Children develop their social interaction skills when mixing with other children at the different social groups they attend. However, the childminder's inability to consistently consider and meet all children's needs during activities means that outcomes for children are not yet good.

Setting details

Unique reference number	EY413341
Local authority	Lancashire
Inspection number	1035255
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	17 December 2015
Telephone number	

The childminder was registered in 2010 and lives in Colne. She operates all year round from 7.30am to 5pm, Monday to Wednesday, 7.30am to 3.30pm on Thursday and 7.30am to 2.30pm on Friday, except for family holidays. The childminder holds an appropriate qualification at level 3.

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