

Childminder Report

Inspection date

9 March 2017

Previous inspection date

10 June 2013

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 hold a current paediatric first-aid qualification.
- The childminder does not plan effectively enough to ensure that all activities support young children's development and help them make the best possible progress.
- The childminder does not plan enough activities to fully support the learning of children who prefer to be outdoors.
- The childminder does not make the most of the self-evaluation process to identify and address areas for development and improve outcomes for children.

It has the following strengths

- Children are confident and well settled. They demonstrate close relationships with the childminder, communicating freely about their experiences.
- Children behave well and the childminder supports their understanding of good manners.
- Children play in a well-organised indoor learning environment and they select from a suitable range of activities. Children enjoy listening to stories and learn the sounds that letters make.
- The childminder has good relationships with parents and keeps them well informed of their children's daily activities. She encourages them to share their own observations of what their child is learning at home.
- The childminder builds on children's developing communication skills well. For instance, she provides an enthusiastic narrative to their play, asks questions and repeats words and phrases to help children pronounce them accurately.

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
■ ensure that a relevant first-aid qualification is maintained at all times	20/04/2017
■ plan activities and learning opportunities that consistently meet the developmental needs of younger children to help them make good progress.	20/04/2017

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

- provide more opportunities outdoors for children who prefer to play and learn outside
- develop self-evaluation processes and use the information gained to target effective action that improves the quality of teaching and the provision.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through verbal and written feedback.

Inspector

Isobel Ford

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder has not effectively maintained an accurate overview of her provision to ensure all of the requirements are consistently met. She was unable to produce a current paediatric first-aid certificate. Safeguarding is effective. The childminder has written policies in place and is clear about child protection issues. She knows how to refer concerns about children's welfare to the relevant authorities. The childminder makes effective use of risk assessment to help her identify any risks and minimise hazards. The childminder has a secure knowledge of the curriculum. However, she does not reflect on and review her practice effectively to evaluate her professional development needs. Consequently, her knowledge of current practice is not up to date enough to drive improvements and promote children's learning to a higher level.

Quality of teaching, learning and assessment requires improvement

The childminder observes and assesses children's development well and makes accurate judgements about the next steps in their learning. However, she does not plan activities well enough that focus on the needs and interests of younger children to help them make the best possible progress. For example, the childminder does not consider how younger children can be fully involved when taking part in activities with older children. Nevertheless, she engages older children well as they research how fruit grows and helps them develop their recognition of letter sounds. The childminder provides opportunities to help children learn about the world around them. She actively develops early literacy and mathematical skills through positive interactions during play.

Personal development, behaviour and welfare require improvement

The weakness in leadership and management in relation to the childminder's failure to maintain a relevant paediatric first-aid qualification means children's welfare is not fully assured. Nevertheless, she demonstrates an appropriate knowledge of what to do in the event of an accident. Children learn about safety and risk. The childminder asks children to consider potential risks and think about how to stay safe. She reminds them why simple rules and boundaries are in place. The childminder supports emotional development. She helps children learn to share, take turns and help each other. The childminder promotes the children's awareness of healthy lifestyles effectively. For instance, she helps children to develop a positive approach to healthy eating as they enjoy tasting a range of nutritious fruit at snack time. Children enjoy being outdoors in the garden. However, the childminder does not plan activities well enough to support children who prefer to learn outdoors.

Outcomes for children require improvement

Teaching is not sufficiently well focused to make sure that every child makes the best possible progress in their learning and development. That said, children enjoy playing imaginatively. For example, during kitchen role play, children had fun as they pretended to prepare meals. Children learn to make some choices about their play and develop a sense of belonging. They demonstrate independence skills and are gaining some of the skills to support the next stage in their learning.

Setting details

Unique reference number	EY453503
Local authority	Shropshire
Inspection number	1066325
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	10 June 2013
Telephone number	

The childminder was registered in 2012 and lives in Whitchurch. She operates all year round from 7am to 5pm. The childminder works from Monday to Friday except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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