

Childminder Report

Inspection date

28 April 2016

Previous inspection date

18 July 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
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 has not established strong partnerships with other settings children attend. She does not regularly share information with them to promote continuity in children's care and learning.
- The childminder does not gather detailed information from parents about what children know and can do when they first start, in order to swiftly assess their development and accurately plan for their individual learning needs.
- The childminder has not accessed training opportunities to develop her knowledge and skills further.

It has the following strengths

- The childminder, co-childminder and assistant are all kind, caring and supportive. This helps children feel safe, confident and settled, which supports their emotional well-being.
- There is an interesting and appropriately challenging range of activities and resources for children to explore. This engages them in learning and helps them to make some progress.
- The childminder maintains a safe environment for children. She risk assesses the setting to identify and minimise all possible hazards. This enables children to play and move around safely and independently.

What the setting needs to do to improve further

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

Due Date

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| ■ create effective partnerships with other providers that children attend, to provide a consistent approach to children's learning and development. | 28/05/2016 |
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To further improve the quality of the early years provision the provider should:

- gather more information from parents about what their children already know and can do when they begin attending, to enable planning to meet their individual needs from the outset
- develop an effective programme of professional development to support the continuous improvement of knowledge, understanding and practice.

Inspection activities

- The inspector looked at written feedback and spoke to parents on the day of the inspection and took account of their views.
- The inspector viewed the areas of the premises used for childminding.
- The inspector sampled a range of documentation, including children's learning records, the childminder's self-evaluation, policies and procedures and suitability records for the childminder, co-childminder and assistant.
- The inspector spoke with the childminder, co-childminder, assistant and children at convenient times during the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder, her co-childminder and assistant all know what to do and who to contact should they have any concerns about the protection of a child in their care. The childminder is effective in working with her co-childminder and assistant. They are reflective about their practice and implement self-evaluation processes to identify areas for improvement. Although the childminder has attended some further training she has not accessed continual training opportunities, in order to develop herself professionally. This means she is not developing her knowledge and practice to create the best outcomes for children. Since the last inspection, the childminder has taken steps to tackle the identified weaknesses. For example, she has completed her paediatric first-aid training. The childminder regularly seeks the views of parents in written feedback. Parents are very complimentary and feel their children are safe and well cared for.

Quality of teaching, learning and assessment requires improvement

The childminder regularly observes children and identifies next steps in their learning. However, she does not gather sufficient information about children's capabilities when they start in her care. As a result, children's learning is not effectively planned for from the outset, in order for them to make good or better progress. The childminder supports children's communication and language skills appropriately. For example, she talks to children, repeats words and asks questions. Children enjoy listening to books and singing their favourite songs. The childminder helps children to practise counting, and match shapes and colours. Children have great fun painting with flower heads, creating their own patterns and mixing colours.

Personal development, behaviour and welfare require improvement

The well-qualified childminder works with parents to meet children's care routines consistently. She knows the children well. The childminder reads the signs from younger children when they are hungry or sleepy and meets their needs effectively. Children are developing a suitable understanding of healthy lifestyles, for example, as they talk about washing hands before lunchtime or putting away the toys so that they do not trip. They go for regular walks in the local area to learn about the wider world. Some children attend other provisions and have shared care. However, the childminder has not created strong partnerships with other providers to exchange information about children's next steps in learning and progress. Children have good opportunities for play and exercise outdoors in the fresh air, which promotes their physical well-being. They learn about road safety and about keeping safe by practising what to do in the event of an emergency.

Outcomes for children require improvement

Children develop confidence and independence, which helps them prepare for school. However, assessment and planning requires improvement, in order to best support children to improve. Children are learning to socialise well with their friends. Prior to school, older children are able to recognise their own name and the sounds that letters make.

Setting details

Unique reference number	EY467406
Local authority	North East Lincolnshire
Inspection number	1044291
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	6
Number of children on roll	30
Name of provider	
Date of previous inspection	18 July 2014
Telephone number	

The childminder was registered in 2013. She works from the home of her co-childminder, who lives in Immingham, South Humberside. She also works with an assistant. The childminder operates all year round from 6.30am to 6.30pm, Monday to Friday, closing only for bank holidays, family holidays and for the week between Christmas and New Year. She provides funded early education for two-, three- and four-year-old children. The childminder holds a relevant childcare qualification at level 4.

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