

Childminder Report

Inspection date

1 February 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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 use her assessments of children to accurately and consistently plan for their next steps in learning. She does not always plan learning opportunities taking into account children's current stage of development.
- The childminder does not share regular and precise information with parents about children's learning and progress. This includes the progress check for children aged between two and three years.
- The childminder does not evaluate her provision effectively. She has failed to identify weaknesses in her practice that have led to variable quality in teaching.
- The childminder has not kept her skills and knowledge up to date. She does not have a plan in place to identify how she will continue her professional development to promote high-quality teaching and learning.

It has the following strengths

- The childminder is enthusiastic as she joins in with children's play. She asks them questions to encourage them to think and come up with their own ideas.
- Children build secure emotional attachments with the childminder. She is responsive to children's needs and takes account of their views and suggestions.
- The childminder is a good role model. Children learn to be kind and considerate to each other as they learn to share resources and take turns.
- Children are self-motivated in their learning and develop appropriate personal and social skills. This helps them to be ready for their next stage in learning, such as school.

What the setting needs to do to improve further

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

	Due Date
■ improve the quality of observations and assessments of children to more accurately identify their current capabilities, and use these to plan more effectively to target children's next steps in learning	04/04/2016
■ improve information sharing with parents by sharing accurate information about children's learning and progress, including the progress check completed for children between the age of two and three years.	04/04/2016

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

- implement a more effective system to evaluate the quality of practice and clearly identify weaknesses in practice so they can be addressed quickly to maintain a good standard of provision
- implement a more effective system for securing continued professional development, to improve the quality of teaching and provide quality learning opportunities for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, such as children's learning and development records and a sample of the childminder's policies and procedures.
- The inspector spoke with the childminder and children at appropriate times during the inspection, and took account of the written testimonials of parents.
- The inspector checked evidence of the suitability of the childminder and other household members, and the childminder's qualifications.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The childminder demonstrates a suitable understanding of the procedure to follow if she has concerns about a child. She obtains information from parents and other settings children attend when they first start. This helps her to get to know the children quickly and promote their well-being. The childminder's evaluation of practice is not effective in highlighting weaknesses in her knowledge of requirements. In addition, she has not continued to update her knowledge and skills to support children's learning and development. This has led to gaps in her knowledge and inconsistent quality of teaching.

Quality of teaching, learning and assessment requires improvement

The childminder identifies children's interests and some next steps to promote their learning. However, not all next steps are accurately tailored to individual children's capabilities. The childminder plans activities and opportunities that are sometimes too difficult or in which children quickly lose interest. The childminder is responsive to children as she plays alongside them and encourages them to try new things. She takes account of children's ideas, such as during a craft activity they ask to make paper aeroplanes. Children demonstrate good listening skills and follow instructions well. They demonstrate enthusiasm as they join in a game to identify numbers and colours. The childminder uses clear and simple language for younger children, often repeating and modelling new words. She introduces more complex language for older children to extend their range of vocabulary.

Personal development, behaviour and welfare require improvement

Children experience a welcoming environment with suitable resources which are freely accessible. This supports children's free choice and confidence. The childminder offers regular praise to children for their efforts and achievements. This promotes their self-esteem. Children's good health and well-being are promoted appropriately. The childminder provides children with healthy, home-cooked food. Children have regular opportunities outside in the fresh air as they go on woodland walks and explore the world around them. They exercise their bodies as they learn to move in different ways. Children learn about similarities and differences in the wider world as they celebrate and value the cultures and backgrounds of other people. Children are enthusiastic and willing to try a range of foods from different cultures, as they learn about different traditions. The childminder does not regularly share accurate information with parents about children's learning and progress. Parents are not provided with a copy of the progress check for children between the age of two and three. This means they are not fully informed of children's capabilities, or have the opportunity to input into assessments of children.

Outcomes for children require improvement

Children make steady progress in their learning. They are enthusiastic and develop key skills, such as early writing and mathematical skills. Older children learn to write their name, while younger children enjoy drawing with a variety of resources. Children demonstrate their counting skills and recognise numbers in everyday activities.

Setting details

Unique reference number	EY474308
Local authority	Norfolk
Inspection number	985101
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 12
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2014 and lives in Gorleston. She operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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