

Childminder Report

Inspection date

20 June 2017

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 ensure that she consistently manages children's behaviour in an appropriate and effective way. This means that children sometimes become distracted which does not fully support their learning to help them make good progress from their initial starting points.
- The childminder has not identified current priorities for professional development that are targeted to best promote outcomes for children.
- The childminder does not always give children calm and clear instructions about what is expected of them. Children do not always understand what the childminder wants them to do and not do.

It has the following strengths

- The childminder provides a sufficient range of resources that help motivate children to learn. She praises children's efforts, which helps support their self-esteem.
- The childminder regularly assesses children's progress and uses this information to identify any gaps in learning and plan for the next stage in their learning.
- The childminder responds to care needs sensitively and promptly. She changes nappies hygienically and preserves children's dignity during these times.
- The childminder values parental input. She asks them for information about their children's skills and abilities when they first attend. The childminder regularly provides parents with information about their children's progress.

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 children's behaviour is successfully managed to reduce distractions to learning and raise the overall effectiveness of teaching so that all children make consistently good progress	31/07/2017
■ identify priorities for professional development that are targeted to strengthen the care and learning experiences children receive and raise the overall quality of provision.	31/07/2017

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

- provide clear, calm and positive instructions to children about what is expected of them to help them understand what they are being asked to do.

Inspection activities

- The inspector conducted a tour of the premises. She sampled relevant records and documents, including children's information. The inspector also checked safeguarding procedures and looked at evidence of the suitability of the childminder and members of the household.
- The inspector discussed with the childminder her priorities for improvement and how she manages children's behaviour.
- The inspector spoke with the childminder and interacted with children at appropriate times during the inspection.
- The inspector observed a planned activity and discussed this with the childminder.
- The inspector took account of written comments from parents provided on the day of the inspection.

Inspector

Karen Tyas

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder understands the procedures she must follow should she have any concerns about children's welfare. She knows how to identify and minimise potential hazards to children in order to help keep them safe. The childminder thinks about the service she provides and asks parents for their views and opinions. However, her self-evaluation lacks rigour and she does not focus specifically on current priorities that will drive her provision forward. For example, the childminder has not identified a weakness in her understanding of behaviour management. The childminder completes all mandatory training. She works in partnership with local pre-schools that children attend to help support continuity of care and learning.

Quality of teaching, learning and assessment requires improvement

The childminder plans activities that are targeted to support children's next steps in learning. She offers children opportunities to look at books, practise threading with giant buttons and take part during group activities. However, at times the childminder's teaching strategies are not fully effective because she does not successfully help children to behave well, share and concentrate. The childminder supports children to identify colours. She uses mathematical language during everyday activities, such as when she encourages children to count objects. The childminder supports communication and language skills. She talks to babies and repeats new words and sounds. Babies respond when they babble and copy the childminder.

Personal development, behaviour and welfare require improvement

On occasions, the childminder uses negative language when trying to obtain children's cooperation. This means that children do not receive instructions that are consistently encouraging and easy to understand. Children form attachments with the childminder. Babies are comforted by her and smile at her. However, the childminder is not always a positive role model. For example, on occasions she sometimes becomes frustrated if children do not behave well and raises her voice. This means that children are not consistently supported to effectively learn to manage their own emotional responses. Children have daily access to play in the childminder's garden. They practise physical skills and they confidently play with water, and use slides and ride-on-toys. Children learn about healthy lifestyle choices. For example, they understand when they need to wash their hands and also choose from a selection of healthy foods and snacks.

Outcomes for children require improvement

Weaknesses identified have an impact on the speed of children's progress in their learning and development. However, children do make some progress. Children learn some skills needed for their next stage in learning and the eventual move on to school. They learn some independence skills and learn to recognise written numbers and letters.

Setting details

Unique reference number	EY485976
Local authority	Lincolnshire
Inspection number	1012324
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015 and lives in Witham St Hughs, Lincolnshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 2 childcare qualification.

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