

Childminder Report

Inspection date	11 May 2016
Previous inspection date	14 June 2012

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		Good	2
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 fully recognise the different ways that children learn. Teaching is inconsistent. She does not reliably use what she knows about each child to fully challenge them while they play.
- The childminder does not consistently use her observations and assessments or information from parents to plan for each child's future learning to ensure that they make good progress.
- The childminder does not consistently inspire children in exploring and investigating different media and materials and in finding things out for themselves.
- Children's understanding of people, families and traditions beyond their own is not fully extended through the experiences that the childminder provides.

It has the following strengths

- Children's personal, social and emotional needs are met well by the childminder. Children are confident and relationships between the childminder and the children are good.
- Children practise their manipulative skills in a variety of ways. Young children are able to pick up small objects between their thumb and one or two fingers. Older children are developing good pencil control.
- Children count while they play and older children are able to match numerals and quantities up to five.
- The childminder keeps up to date with current government requirements. She accesses information online to ensure that her knowledge is current.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ improve the quality of teaching methods so that each child is more consistently involved in activities that inspire and engage them and is challenged to make best progress 	30/06/2016
<ul style="list-style-type: none"> ■ ensure that information gained from observations and assessments of children's progress, and information from parents, are consistently used to plan for their future learning to help all children make good progress. 	30/06/2016

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

- improve opportunities for children to use a range of media and materials, inspiring exploration and experimentation
- extend opportunities for children to gain a greater awareness of similarities and differences and an understanding of different people in the wider world.

Inspection activities

- The inspector observed activities as children played in the indoor play area.
- The inspector observed an activity and discussed teaching methods with the childminder.
- The inspector looked at evidence of the childminder's training and checked evidence of the suitability of all adults.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a selection of children's assessment records and planning, as well as a range of other documentation.
- The inspector took account of the written views of parents.

Inspector

Jan Burnet

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. The childminder's home is safe and secure and she is aware of her responsibilities to supervise children. Required suitability checks for all adults who live in the household have been completed. The childminder is aware of the local child protection referral procedures to follow if she is concerned about a child. She has taken some steps to review her provision, in order to improve. For example, she welcomes good practice ideas, shared with her by other childminders, and she obtains ideas for activities online. However, learning and development and assessment requirements are not fully met. Parents share positive views about the provision. They say that children enjoy being with the childminder and comment on how fond their children are of the childminder and her family.

Quality of teaching, learning and assessment requires improvement

The childminder's practice is variable with regard to providing children with activities that inspire and challenge them effectively. She does not consistently use what she knows about each child or their interests to plan and provide fully for the next steps in their learning. Parents are initially asked for good detail about their child's care needs. However, information about what their child already knows and can do is limited and parents are not consistently asked to share information about their child's learning at home. The childminder supports children's language development well. She interprets babies' needs effectively as they communicate through expression, gestures and the tone of their voices. Children enjoy taking part in painting activities. However, their creativity is not fully supported by the childminder. For example, she directs them in painting their hands with black paint and then tells them where to print each hand to create the shape of a spider.

Personal development, behaviour and welfare are good

Children's emotional security is addressed well. They are happy and settled. A gradual settling-in period is agreed with parents in accordance with their child's needs. The childminder uses her food hygiene knowledge effectively to protect children's good health. Parents provide healthy food and the childminder ensures that children are physically active. Children behave well. The childminder uses praise and encouragement to reinforce positive behaviour and to boost children's sense of self-esteem. Children develop an understanding of dangers and how to keep themselves safe. For example, they learn that tiled flooring can be slippery when they are wearing socks and no shoes.

Outcomes for children require improvement

Children gain basic skills to prepare them for learning in pre-school and school. However, some children are not making as much progress as they can, due to variable teaching and inconsistent planning for their future learning. Children are prepared well emotionally for moving on to other settings. They independently choose resources that are available in the playroom and learn to manage their self-care needs. Older children speak confidently and clearly. They are able to draw recognisable pictures and they are learning to write their own names. Children enjoy looking at books and listening to stories.

Setting details

Unique reference number	EY423428
Local authority	Coventry
Inspection number	1042132
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	14 June 2012
Telephone number	

The childminder was registered in 2011. She lives in Coventry. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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