

Childminder Report



Inspection date 12 July 2016
Previous inspection date 17 July 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	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:

- Children are not always motivated or inspired to play, explore and learn. The childminder does not make good use of what she knows about children's learning to plan exciting, interesting and suitably challenging activities.
- The childminder does not consistently provide children with enough opportunities to practise their speaking skills at the highest level. For example, sometimes the childminder gives children little time to answer questions or respond in conversation.
- The childminder does not have a good enough overview of the quality of teaching within the setting, in order to raise the standard.

It has the following strengths

- Children's safety and welfare are promoted. The childminder keeps her mandatory qualifications up to date, such as paediatric first aid. She makes use of a range of documents, policies and procedures to ensure children's care needs are adequately met.
- The childminder is kind, caring and affectionate. She gets to know children and their families well. Children develop close bonds with the childminder. They are happy, settled and relaxed in her care.
- Partnerships with parents are established. Information is particularly well shared about children's care. Parents comment that they are very happy with the service provided.
- Children's emotional well-being is suitably fostered. The childminder treats everybody equally. She talks to children about their differences and similarities and promotes tolerance and acceptance.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- make better use of the information obtained about children's learning to plan exciting, interesting and suitably challenging activities that consistently motivate or inspire children to play, explore and learn. 30/09/2016

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

- provide children with more consistent opportunities to practise their speaking skills at the highest level
- reflect more carefully on the quality of teaching within the setting and implement ways to improve, in order to raise the standard.

Inspection activities

- The inspector observed teaching practice and conducted a joint observation with the childminder.
- The inspector viewed the areas used for childminding and held discussions with the childminder.
- The inspector looked at the documents available, including children's learning records, policies and procedures.
- The inspector checked evidence of the suitability and qualifications of the childminder.
- The inspector discussed with the childminder her methods for self-evaluation.
- The inspector sought the views of parents from the written evidence provided.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder evaluates the setting and aspires to improve. She accesses training and liaises with a range of professionals to help keep her knowledge and skills up to date. She is working closely with the local authority to try and raise the standards. However, she does not yet reflect carefully enough on the quality of teaching to help improve the outcomes for children overall. The arrangements for safeguarding are effective. The childminder conducts daily checks within her home to ensure it is safe and secure. She is knowledgeable about safeguarding issues and child protection procedures. This helps to protect children from various types of harm.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Sometimes the childminder interacts with children well and provides them with a variety of props to extend their play. For example, young children greatly enjoy role play. The childminder supports them to bathe the dolls, change the dolls and put them to bed. This helps to foster children's imaginative and creative play. However, the childminder does not always make the best use of what she knows about children's development to plan exciting, interesting and suitably challenging activities or experiences. Sometimes children lack the enthusiasm to take part in activities or quickly become disinterested and walk away. The childminder does not yet promote children's individual learning as far as possible. Nevertheless, the childminder has a basic overview of children's progress which helps to ensure any children requiring additional support receive the help they need.

Personal development, behaviour and welfare require improvement

The childminder's home is welcoming and well resourced. Children have access to a range of activities and experiences. However, they are not always motivated or inspired to play, explore and learn. Children's physical well-being is promoted adequately. Children benefit from opportunities to learn about being healthy. For example, the childminder ensures they benefit from nutritional snacks and meals. She talks to them about the importance of eating well. She also ensures children learn about the importance of good hygiene routines, such as cleaning their hands before they eat.

Outcomes for children require improvement

Children do not yet reach their full potential. They are not always keen to have a go and sometimes struggle to persist with activities. Nevertheless, children make some progress in their learning and in the main, are beginning to develop the skills needed in readiness for moving on to nursery or school. Children generally enjoy attending. They are beginning to listen to instructions and follow the routines of the setting. Children are learning to behave well. They are learning to respect the environment and are becoming kind and caring towards each other and all those around them. For example, children delight in helping the childminder to look after her pet guinea pig. Children are confident and independent. They make choices about what they want to do and access a variety of resources, toys and equipment. Children's literacy skills are beginning to develop. They enjoy singing songs and making marks using colouring crayons.

Setting details

Unique reference number	EY400133
Local authority	Birmingham
Inspection number	1043209
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 13
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	17 July 2013
Telephone number	

The childminder was registered in 2009 and lives in Birmingham. The childminder operates all year round, except for bank holidays and family holidays. Sessions are available from 7am to 7pm, Monday to Friday, with flexibility on these times on request. The childminder supports children who have special educational needs or disability.

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