

Childminder Report

Inspection date

12 May 2015

Previous inspection date

16 December 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is inconsistent. Routine assessments to monitor children's development and to track their progress in learning are not fully embedded in practice.
- Partnerships with parents and carers have not been fully explored to ensure they are involved with all aspects of their children's care, learning and development.
- The programme of training does not ensure that the childminder improves her skills, knowledge and understanding with regard to some aspects of teaching to promote young children's learning and development.

It has the following strengths

- The childminder provides a suitable range of toys and play materials to enable children to make choices and take decisions as they play.
- The childminder provides children with opportunities to develop their communication skills through daily routines, a constant narration of their play and providing a commentary about what she is doing at all times.
- The childminder understands the importance of promoting the health and safety of the children in her care. She continually assesses and minimises risks to children, enabling them to use the house and the garden appropriately.
- The childminder understands child protection procedures, in line with the guidance of the Local Safeguarding Children Board, to protect children from harm.

What the setting needs to do to improve further

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

- develop a robust system of assessment, in order to clearly identify children's achievements, monitor their progress and plan sufficient challenge through well-targeted activities to support individual next steps in learning
- involve parents in their children's learning, by improving the exchange of information on entry and during the placement and encouraging them to share their views and enhance children's learning and development at home

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

- implement a comprehensive programme of continuous professional development designed to build on the current practice being offered.

Inspection activities

- The inspector observed activities and the quality of teaching.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held joint discussions with the childminder in relation to observations of the children's play, learning and progress.
- The inspector looked at evidence of the suitability of household members. She viewed a range of other documentation, including the childminder's first-aid certificate.
- The inspector discussed self-evaluation with the childminder.

Inspector

Tina Mason

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The childminder observes children's play and provides appropriate activities to support their steady development in all areas of learning. However, she does not make good use of assessments to inform her planning. Therefore, opportunities to target specific learning to maximise and monitor individual development, are not fully supported. The childminder promotes children's language and vocabulary appropriately through sensitive conversations with them. These exchanges help children develop their skills in speaking and understanding language for communication. Toddlers explore cause and effect with simple electronic toys and investigate knocking down and rebuilding stacking cups. Resources available for the younger children foster their explorative nature through sensory exploration and mess making using natural materials and media, such as, sand, water and dough.

The contribution of the early years provision to the well-being of children requires improvement

Toddlers cuddle into the childminder's arms, demonstrating that they feel safe and emotionally secure. The childminder uses effective praise and encouragement to support children's self-confidence. Children's independence is fostered at mealtimes as young children's self-help skills are appropriately supported. The childminder provides a range of resources that are presented in low-level storage units that children access independently. Children's health is promoted through nutritious meals, tailored to meet individual needs. Outdoor exercise in the garden and at the park supports children's physical development, as they climb and run in the fresh air. Consequently, they take appropriate risks in their play. Effective strategies support positive behaviour. Trips to toddler groups foster children's social skills, which will help them when moving on to school.

The effectiveness of the leadership and management of the early years provision requires improvement

The childminder has a suitable understanding of child protection issues. She knows which agencies she must involve if she has any concerns about the welfare of children. The childminder ensures that all adults in the household are vetted. Self-evaluation does not currently help the childminder focus on possible improvements in all aspects of her practice. Apart from the required first-aid training the childminder has not attended any other training sessions since her last inspection. This reduces the effectiveness of some aspects of teaching offered. General information about children's care is obtained from their parents when they first start, to establish an understanding about their individual needs. However, this information does not include information about children's specific learning and developmental milestones. In addition, parents do not share in children's learning because they do not know what their child's next steps are or how they can help at home. Therefore, children's learning is not being fully developed.

Setting details

Unique reference number	401527
Local authority	Thurrock
Inspection number	868945
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	16 December 2010
Telephone number	

The childminder was registered in 1995. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays agreed in advance.

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