

# Childminder Report

## Inspection date

15 June 2015

Previous inspection date

10 February 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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 <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

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

- The childminder does not always provide appropriate equipment for each child's stage of development or store toys and resources effectively to fully promote children's independence.
- Children's behaviour is not always managed appropriately to support them in developing their understanding of good behaviour and help them learn to manage their feelings.
- The childminder does not always use effective questioning to promote children's critical thinking skills and help them to solve problems.
- The childminder does not reflect effectively on her practice to identify when aspects are not meeting the requirements or target key areas to improve.

### It has the following strengths

- The childminder uses observation, planning and assessment appropriately to help her promote children's learning and development.
- Children are content and settled. They benefit from the positive relationships they have established with the childminder and her assistants, which help them to feel safe and secure.
- The childminder regularly liaises with parents, gathering and sharing information which she uses to support their children's care and learning needs.

## What the setting needs to do to improve further

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

- improve consistency in managing children's behaviour so that they develop a clear understanding of expectations and boundaries
- provide children with high-quality learning experiences to support them to develop their knowledge and understanding of all the areas of learning, with particular regard to literacy, expressive arts and design, and understanding of the world.

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

- review practices around mealtimes to provide all children with age-appropriate equipment to meet their needs effectively, and improve the accessibility of resources to fully enable children's growing independence skills
- improve the quality of teaching and children's learning experiences by developing effective questioning techniques to encourage children's critical thinking skills
- develop robust systems for self-evaluation to clearly identify and address key areas for improvement, particularly where there are breaches of requirements.

## Inspection activities

- The inspector observed interactions between the children, the childminder and her assistant.
- The inspector talked to the childminder and her assistant at appropriate times during the inspection.
- The inspector and the childminder carried out a joint observation of the children and the assistant engaged in activities.
- The inspector sampled a range of documents that the childminder uses to underpin her practice, including children records.
- The inspector spoke to a parent during the inspection.

## Inspector

Samantha Smith

## Inspection findings

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

The childminder has a suitable understanding of the learning and development requirements overall and the quality of her teaching is adequate. She uses observations and assessments to highlight children's achievements and to plan for their next stages in learning. The childminder regularly talks with children and encourages them to respond to her questions. However, her questioning skills do not encourage children to think critically. Although the childminder has a wide selection of resources, these are not organised effectively to enable children's independent access and children have to ask for the resources they need. In addition, children do not enjoy a balanced range of experiences across all areas of learning, such as in literacy, expressive arts and design, and their understanding of the world. This means that children are unable to make choices or extend their learning further to support their future learning and preparation for school.

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

Children are well settled in the childminder's care and enjoy the positive relationships they form with her and her assistants. On the whole, children behave appropriately. However, occasional lapses of behaviour are not managed consistently. As a result, children do not always receive clear messages about acceptable behaviour. The childminder has developed suitable relationships with parents. This enables her to gain a sound understanding of children's individual needs and follow babies' personal routines. The childminder promotes children's health needs appropriately overall. She encourages them to engage in regular activities outdoors and she provides healthy meals and snacks. However, she does not provide all children with age-appropriate drinking cups to promote their independence effectively.

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

Although the childminder demonstrates a suitable understanding of the requirements of the Early Years Foundation Stage overall, there are some weaknesses in her practice that have an impact on her ability to promote children's care and learning effectively. She is suitably aware of safeguarding procedures, including signs and symptoms that may cause her to have concerns about the welfare of children, and she takes appropriate action to reduce potential hazards and minimise risks to children both inside the home and on outings. The childminder uses some reflective practice to help her to improve and has started to monitor her assistant's practice. She attends training to update her knowledge and improve outcomes for children. The childminder has addressed previous recommendations. However, she does not evaluate her provision effectively to identify weaknesses and how these affect children.

## Setting details

<b>Unique reference number</b>	EY286345
<b>Local authority</b>	Hackney
<b>Inspection number</b>	837514
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10 February 2009
<b>Telephone number</b>	

The childminder registered in 2004. She lives in the Stoke Newington area of the London Borough of Hackney. The childminder works with three assistants at different times throughout the day. The childminder operates Monday to Friday from 8am to 6pm, during term time only. She also collects older children from the local school.

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