

# Childminder Report

## Inspection date

24 June 2015

Previous inspection date

17 September 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 completes observations of children's development; however, she does not evaluate the information gained sufficiently to plan activities that challenge them. As a result, some activities and learning opportunities for children do not provide challenges to enable them to make effective progress in all areas of their learning.
- The childminder does not organise her resources effectively to enable children to make independent choices about their play.
- The childminder does not organise her furniture and equipment effectively to enable younger children to develop their early walking skills.
- The childminder does not provide enough opportunities for children to recognise print to help promote their early reading skills.
- The childminder's systems for monitoring the provision are not rigorous enough to ensure she identifies all areas for development promptly.

### It has the following strengths

- The childminder has warm, caring relationships with children and provides a welcoming family environment. Children are happy and settled in her care.
- The childminder has a sound understanding of safeguarding children. As a result, children's welfare is protected.
- The childminder takes the children to the park on a daily basis, they walk to and from school and enjoy healthy meals and snacks. As a result, children learn about healthy lifestyles.
- The childminder works in appropriate partnership with other settings, such as the school where she collects children. This ensures some continuity in children's care and learning and helps younger children become familiar with the school.

## What the setting needs to do to improve further

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

- use assessments effectively to plan and provide suitably challenging and enjoyable experiences for all children based on their interest, age and abilities
- develop the educational programme for literacy by providing more opportunities for children to recognise print in order to develop their early reading skills
- provide sufficient furniture and equipment to support babies to pull themselves up or to stand independently to develop their physical skills.

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

- organise resources more effectively to make them more easily accessible to children so that they can make choices about what to play with
- improve systems for monitoring and evaluating the provision to ensure that all areas for development are promptly addressed and increase parents' involvement in this process.

## Inspection activities

- The inspector had discussions with the childminder relating to her practice.
- The inspector looked at areas of the premises used for childminding and sampled relevant documentation.
- The inspector observed the childminder's practice and the learning opportunities she provided to the minded children that were present.

## Inspector

Patricia Edward

## Inspection findings

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

Children's progress is suitable. The childminder shows an interest in what children are saying and doing, getting down to their level to join in their play. However, the teaching is variable as the childminder lacks some awareness of how to accurately plan and promote children's development. She does not always provide enough challenge in their learning. For example, when younger children are practising their developing walking skills she does not recognise when they need help or provide resources to support this area of their development. She encourages younger children's communication and language development well. For example, while blowing bubbles the childminder continually talks to them. She asks, 'Are you going to pop the bubbles?' as they smile and stare in amazement at the bubbles. Older children are becoming confident at linking sounds to letters. However, there are limited opportunities for children to recognise print to encourage their pre-reading skills. None the less, the childminder ensures children are emotionally prepared for the next stages in their learning.

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

Children are comfortable and relaxed in the welcoming environment that the childminder provides. The childminder gets to know children well and plans the day around their needs. She offers children regular praise and encouragement. As a result, children's behaviour is good. The childminder provides a safe environment for children. She completes both annual and daily safety checks of her home to ensure children can play safely. However, the childminder does not effectively organise toys and resources so that they are easily accessible. This limits children's opportunities to make choices about their play. The childminder promotes children's health effectively. She offers healthy snacks and meals that meet their nutritional needs. As a result, children learn the importance of a healthy lifestyle.

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

The childminder has a reasonable understanding of her responsibilities for children's learning and development and keeping them safe. She has attended some training since her last inspection to keep her skills up to date. However, she does not regularly evaluate her practice and, as a result, she is not able to recognise areas that require development, such as observation, assessment and planning. The childminder builds positive relationships with parents and gathers some information about what children can already do when they first start. Parents also see children's observation folders, which provide them with opportunities to reinforce learning at home. This promotes the two-way flow of information relating to children's learning and development.

## Setting details

<b>Unique reference number</b>	139865
<b>Local authority</b>	Sutton
<b>Inspection number</b>	846524
<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>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17 September 2009
<b>Telephone number</b>	

The childminder registered in 2001. She lives in Carshalton, located in the London Borough of Sutton. The childminder holds a recognised early years qualification. The childminder works Monday to Friday.

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