

Childminder Report

Inspection date

26 June 2015

Previous inspection date

28 November 2008

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		Good	2
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 childminder does not always recognise when an activity is too challenging for children. Therefore, they do not always understand what they need to do and are unable to fully take part.
- The childminder does not always extend children's language during activities to increase their vocabulary and develop their learning.
- The childminder reflects on her practice but this is not always accurate enough to identify areas which require improvement.

It has the following strengths

- Children have ample opportunity to play outside to support their physical development. They have a good variety of equipment to explore.
- Children enjoy their time with the childminder and develop good relationships with her and each other. Children show they have good friendships and take turns with the resources well.
- The childminder helps children access the resources and choose what they want to play with. This helps them feel valued and develops their self-esteem.
- The childminder supports children well in their move to nursery or pre-school. She helps them to develop good self-care skills to use when they enter a new environment, such as school.

What the setting needs to do to improve further

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

- provide enjoyable and suitable learning experiences for all children based on their individual needs and stages of development.

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

- increase opportunities for children to develop their communication and language skills during all activities
- review the self-evaluation procedures to identify weak areas of practice in order to improve outcomes for children.

Inspection activities

- The inspector spoke to the childminder and children when appropriate.
- The inspector completed a joint observation with the childminder.
- The inspector viewed a range of documentation, including policies and procedures, the self-evaluation plan and children's learning journals.
- The inspector observed activities and play inside and outdoors.

Inspector

Sarah Taylor-Smith

Inspection findings

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

The quality of teaching is inconsistent because the childminder does not always recognise when children require additional support during activities. For example, the childminder did not consistently help children to link the numbers on the dice to the cards in the game. Therefore, not all children were fully engaged in the activity. The childminder tracks children's progress and, therefore, is able to develop a range of activities for them. However, children do not always fully benefit from them as the childminder misses opportunities to extend their language and thinking skills. The childminder provides children with a range of resources to enable them to explore technology. They use familiar programs on a computer, which encourages their concentration skills. The childminder supervises this and is on hand to support them to complete games. This helps children understand about the world around them.

The contribution of the early years provision to the well-being of children is good

Children are happy and settle easily with the childminder. The childminder works well with parents to ensure there is an effective flow of communication. Parents comment in communication books about projects they have continued at home. For instance, children planted a sunflower at a toddler group and parents reported back on its progress. The childminder takes children to groups to support their personal, social and emotional development. Therefore, children are confident and have an understanding of each other's needs. Children generally behave well and take turns with each other in their play and games. The childminder provides a good range of resources for children both inside and outdoors. The children learn about lifecycles using caterpillars and observe their physical changes. The childminder offers children enthusiastic and positive praise when they complete tasks. This supports their confidence and self-esteem.

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

The childminder completes a self-evaluation form to reflect on her practice. However, this is not robust enough to identify weaknesses in her practice; therefore, it is not effective in raising outcomes for children. The childminder attends some training and develops some areas of her practice. For example, she now provides children with the opportunity to explore real and natural resources. The childminder shares information well with other settings which children also attend. She has regular contact with them and is exploring ways to develop a shared communication book. This means that children receive continuity in their care. The childminder understands her role to safeguard children. She continually risk assess her home and the outings to ensure that children are kept safe.

Setting details

Unique reference number	159380
Local authority	Bromley
Inspection number	842012
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	28 November 2008
Telephone number	

The childminder has been registered since 2001 and lives in Beckenham, Kent. She runs her service from 7.30am to 6.30pm all year round, except bank holidays and family holidays. The childminder offers free funded early education for children aged two, three and four years old.

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