

# Childminder Report

## Inspection date

9 July 2015

Previous inspection date

16 April 2009

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 <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 have a secure understanding of supporting children's learning and development. She does not obtain detailed information from parents when children first start to enable her to promptly plan learning experiences to help children make good progress.
- Observational assessment is not secure enough to inform forward planning and to ensure children's individual development is promoted in all areas of learning.
- The childminder does not effectively evaluate the service she provides to enable her to improve on outcomes for children and develop her knowledge further.
- The childminder does not always use technology resources effectively to promote children's learning. In addition, she does not consistently promote young children's independence or set out play materials to engage their interest and keep them occupied.

### It has the following strengths

- Children have close bonds and trusting relationships with the childminder because she builds strong relationships with them and their parents, which helps them to settle.
- The childminder demonstrates suitable understanding of safeguarding children. She is aware of the procedures to follow should she have concerns.
- Parents are kept informed through the daily exchange of information.

## What the setting needs to do to improve further

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

- ensure observations are used to inform the individual planning of each child's learning and development in line with age expectations and for all areas of learning
- improve planning for children's next steps in their learning when they start, providing opportunities for parents to share their own day-to-day observations about children's progress at home.

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

- review the use of technology resources to ensure that these are used with a planned purpose to promote children's learning effectively
- organise play materials to be more inviting so that children are attracted, interested and readily explore them
- ensure children have opportunities to develop their independence skills further, such as feeding themselves routinely
- develop an effective process for continuous reflection to build on strengths and fully identify and address weaknesses in practice to drive improvement and improve outcomes for children.

## Inspection activities

- The inspector engaged with the childminder to explore how she organises the day to meet children's care, learning and developmental needs.
- The inspector observed children engaged in activities and viewed a sample of the play resources and equipment available for the children's use.
- The inspector observed the interactions between the childminder and children.
- The inspector sampled the childminder's documentation. This included the required individual records for children to support their welfare, a parent diary and the policies and procedures shared with the parents.
- The inspector sought feedback from parents.

## Inspector

Shaheen Belai

## Inspection findings

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

Children learn about letter sounds and early writing skills as the childminder helps all ages to develop appropriate levels of language and communication skills. However, she does not gather information from parents when children first start to enable her to plan for their individual interests and abilities. The childminder understands the requirement to complete the progress check for children aged between two and three years. However, her observational assessments are not precise enough, or linked to the early learning goals, to plan and monitor children's progress well. In addition, play offered to younger children serves little purpose or it does not engage their interest for long. For example, the television is left on for long periods and toys left in containers on the floor offer little interest to the children to engage them sufficiently.

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

The childminder promotes children's health well overall. Outdoor activities in the garden and community feature in the childminder's daily routine. She works with parents to ensure they provide healthy and balanced meals and snacks for their children. However, she does not offer young children opportunities to learn to feed themselves and develop their independence through self-help skills. The childminder has appropriate equipment, such as high chairs to seat younger children at mealtimes. Through daily routines, children learn about good hygiene and the importance of not spreading germs. The childminder offers lots of praise and encouragement, which builds children's confidence and self-esteem. As a result, children are motivated to learn and they develop some of the skills they need in readiness for school and the next stage in their learning.

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

The childminder carries out risk assessments, which help her to keep children safe. She gathers some feedback from parents periodically about her service and has taken some steps to evaluate her practice. However, her evaluation systems are not effective to inform ongoing improvements. She has only undertaken required training with her local authority, such as safeguarding children, and has not updated her knowledge of the Early Years Foundation Stage. As a result, the childminder's practice does not support children to make good progress. The childminder is aware of the benefits of sharing information with parents and develops links with other settings that children attend to support continuity in children's ongoing learning and development. Parental feedback at inspection commented on their children being happy and on the regular exchange of information.

## Setting details

<b>Unique reference number</b>	159537
<b>Local authority</b>	Havering
<b>Inspection number</b>	842021
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16 April 2009
<b>Telephone number</b>	

The childminder registered in 2001. She lives in Harold Hill, within the London Borough of Havering. She is available to care for children Monday to Friday, all day.

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