

# Childminder Report

## Inspection date

17 July 2015

## Previous inspection date

30 January 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
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 observe and assess children's progress effectively. Therefore, she is not planning appropriate challenging activities and experiences to meet children's individual needs to help them make the best progress possible.
- The childminder does not work collaboratively with parents to support their child's learning and development to help children make good progress.
- The childminder does not make the most of opportunities to encourage children to link letters to sounds and make meaningful marks to extend their early literacy skills.
- The childminder does not have a robust system in place to identify her strengths and weaknesses to enable her to drive improvements to her practice and improve outcomes for children.

### It has the following strengths

- The childminder develops good relationships with the children, enabling her to meet their needs and emotional well-being well.
- The childminder provides a wide range of resources and a stimulating environment for children.
- The childminder provides opportunities for children to build on their counting and problem-solving skills during activities and routines.

## What the setting needs to do to improve further

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

- increase knowledge and understanding of how to use observations and assessments to understand children's levels of achievements, interests and learning styles and use these to identify next steps for learning and shape learning experiences for each child
- improve partnerships with parents to share information about children's initial capabilities and interests, and to enable parents to support further their child's learning and developmental needs.

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

- implement rigorous systems to evaluate practice to identify strengths and weaknesses and set targets for improvement to raise the quality of the provision for children
- provide more opportunities for children to develop their early literacy skills.

## Inspection activities

- The inspector observed children during their play indoors and outdoors.
- The inspector looked at a sample of documents, including those relating to safeguarding.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector viewed areas of the premises used for childminding.

## Inspector

Stephanie Huseyin

## 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 basic understanding of child development and how to meet children's needs. She supports children to engage in spontaneous play, following their own ideas, for example, as children engage with interactive toys she helps them to build on their counting and problem-solving skills. However, the childminder does not make the most of opportunities to encourage children to link letters to sounds, or make meaningful marks during their play, to extend their early literacy skills. The childminder does not gather sufficient details about children's starting points from parents or her observations, or effectively observe and assess children during their play. She is not able to clearly identify what they can do or their next steps in learning to help her plan activities that will target meaningful progress in their learning and development. This limits her ability to monitor the progress the children make from their initial starting points to identify any gaps in their learning or to plan challenging activities that will help children make good progress in all areas, in readiness for school.

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

Children are happy and well cared for by the childminder. The childminder encourages children to be independent in their learning, for example, while outdoors children can use the sand and water, and other resources, by themselves. She reminds them to ask if they need any help, and this helps build on their emotional well-being. The childminder keeps her house safe, secure and welcoming. For example, she keeps the front door locked to prevent unvetted adults from gaining access to the children. The childminder makes sure that the toys are in good working order and ready for children to use when they want. This helps them enjoy their independent learning. The childminder completes a range of risk assessments to help her to safeguard children from harm and maintain a safe and clean environment. The childminder makes regular use of the park to extend opportunities for children to enjoy outdoor play and be physically active. This helps to support children's healthy lifestyles.

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

The childminder is aware of her responsibility to meet the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. She is aware of how to safeguard children and what to do if she has a concern for their welfare. The childminder shows an understanding of how to identify concerns about children's health and well-being. She works with parents to encourage them to seek further advice, and also works closely with the local pre-school to promote a shared approach to meeting children's needs. This has had a positive impact on children's welfare. Although the childminder reflects on her practice, her self-evaluation process is not robust and does not effectively identify and address key weaknesses to improve outcomes in children's care

and learning.

## Setting details

<b>Unique reference number</b>	135832
<b>Local authority</b>	Enfield
<b>Inspection number</b>	842977
<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>	30 January 2012
<b>Telephone number</b>	

The childminder has been registered since 1996. She lives in Edmonton, in the London Borough of Enfield. She operates weekdays, for most of the year.

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