

Childminder Report

Inspection date

28 July 2015

Previous inspection date

Not applicable

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|--|----------------------|----------------------|---|
| | Previous inspection: | Not applicable | |
| 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 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:

- Although the childminder observes children's learning, she does not use this information effectively to plan suitable learning experiences or monitor their individual progress. Therefore, she is not able to fully identify children's next steps in learning to ensure they make progress.
- The quality of teaching is variable. This is because the childminder does not always interact with children effectively during play to extend their learning, thoughts and ideas.
- The childminder misses opportunities to provide a broader range of suitable resources to help extend children's interest and challenge their learning further.
- The childminder does not always provide opportunities for children to sharpen their independence skills or engage in suitable risk-taking during play to help them learn useful skills for their future learning.

It has the following strengths

- The childminder supports children to settle. She makes suitable arrangements for them to visit with their parents, which helps to build secure attachments.
- Children confidently explore their environment and have plenty of space to play indoors and outdoors. Overall, they are happy while in the childminder's care.
- The childminder shows a suitable understanding of developing her practice. She has recently completed a relevant course in home-based childcare in order to develop her understanding of the statutory requirements and identify areas for improvement.

What the setting needs to do to improve further

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

- develop processes for monitoring children's progress and use this information effectively to plan challenging learning experiences to promote children's next steps in learning
- improve the quality of interaction with children, particularly during planned activities led by adults, to fully engage all children.

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

- extend the range of resources on offer to reflect children's current interests and challenge them fully in their learning
- consistently use opportunities during everyday routines to develop children's independence skills and ability to manage suitable risks to help prepare them for the next stage in their learning.

Inspection activities

- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector sampled relevant documentation, including the childminder's qualifications.
- The inspector viewed areas of the house and garden used for childminding purposes.
- The inspector accompanied the childminder as she took the children to a local holiday club.
- The inspector observed the quality of interaction between the children and childminder.

Inspector

Jennifer Fuller

Inspection findings

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

The childminder provides a suitable range of activities, which reflect all areas of learning. However, the quality of her teaching is not consistent in promoting all aspects of children's learning. This is because she does not always engage with children during some activities to help promote their learning. The childminder assesses children's development when they start, which helps to foster their sense of belonging. Furthermore, she supports children to settle by ensuring they have some interesting resources. However, she does not build on these experiences by providing a broader range of resources to further extend children's learning. The childminder talks to the children in English and Hindi, which supports them to develop confidence in both languages. Children confidently initiate their own play, count, create and read with the childminder, and they recognise simple words in the environment. Therefore, children gain suitable skills for their future learning.

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

The childminder encourages children to share. Consequently, children develop friendships with each other. The childminder works with parents to ensure children's dietary needs are met. Children enjoy healthy snacks and meals, and they have daily opportunities to be outside. This supports their health and physical well-being. Children generally behave well because the childminder gives them praise, which boosts their self-esteem. The childminder has a sound understanding of how to carry out effective risk assessments to keep children safe. However, she misses opportunities to develop children's independence skills during routine tasks or for them to take suitable risks to build their self-confidence. The childminder works with other providers to ensure children have opportunities to socialise. For example, she takes children to a local holiday club where they build relationships with other children and learn about the community they live in.

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

The childminder has an adequate understanding of the requirements of the Early Years Foundation Stage. However, she does not effectively use her assessments on children to monitor their progress in order to plan for their next steps in learning. Therefore, she is not able to fully identify children's current levels or abilities. Partnerships with parents are primarily through daily conversations about activities their children have undertaken. Conversations with teachers in the local school during drop off and collection enable the childminder to share information about individual children. The childminder has a suitable understanding of the safeguarding and welfare requirements and a clear understanding of her role in protecting children.

Setting details

| | |
|------------------------------------|----------------|
| Unique reference number | EY445094 |
| Local authority | Harrow |
| Inspection number | 888821 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Name of provider | |
| Date of previous inspection | Not applicable |
| Telephone number | |

The childminder registered in 2012. She lives in Harrow, Middlesex. The childminder offers full day care and wraparound care, all year round.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

