

Childminder Report

Inspection date

4 August 2015

Previous inspection date

8 July 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		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's assessments of children are not consistently accurate and precise enough to fully identify children's levels of progress and needs. As a result, she does not always identify possible gaps in progress and target them in readiness for school.
- The childminder does not always provide creative activities that allow children to express themselves.
- Although the childminder shares information about children's well-being with their nursery providers, she does not do so for their learning needs. As a result, children do not necessarily receive consistent support between the two settings.
- The childminder has not explored all possible ways to support children in making progress in the other languages they are learning in addition to English.

It has the following strengths

- The childminder has a good understanding of the safeguarding and welfare requirements. She has a clear procedure in place for acting on concerns about children's welfare. The childminder makes effective use of risk assessment to reduce hazards to children.
- The childminder shares all that she knows and understands about children's well-being and development with parents. They agree strategies for supporting children's progress, for example, to improve behaviour and levels of practical independence.
- The childminder is kind and gentle towards children. They have a good relationship with her, are happy, confident and respond well to her guidance about behaviour.
- Children engage in a good deal of physically active play, both indoors and outdoors. This helps to encourage them to adopt healthy lifestyle habits.
- The childminder has fully met the recommendations of the last inspection.

What the setting needs to do to improve further

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

- develop knowledge and skills for completing precise assessments on children in order to identify and target potential gaps in progress and to plan more challenging activities to support children's progress in all areas.

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

- strengthen partnerships with other early years providers by sharing information about children's learning to ensure children receive consistent support between settings
- provide opportunities for children to hear the other languages they are learning in addition to English to further encourage their progress in these languages
- encourage children to express and represent their own ideas more in art and design.

Inspection activities

- The inspector observed children engaged in activities in the childminder's home.
- The inspector looked at children's progress records and sampled documentation relating to children's welfare.
- The inspector talked with the childminder about her practice and discussed the impact of her teaching.
- The inspector sought and took account of the views of parents.

Inspector

Amanda Tyson

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 satisfactory and children make steady progress overall. The childminder engages children in conversations, teaches them how to use pencils, write their names, link letters to sounds and to count. Children enjoy playing in the garden, for example, with water, and engaging in planned activities, such as planting herbs, making cakes, and washing dolls. The childminder completes observations and assessments of children. However, these are not regular, thorough or always accurate enough. She does not consistently identify and target areas where children may benefit from further support or encouragement. For example, she does not fully support them to make progress in the other languages they are learning in addition to English. This limits children's progress. The childminder plans and provides an art or craft activity each day. Children represent their own ideas with pencils and sometimes paint, but more often art activities consist of children decorating something the childminder has prepared, which limits the challenge. For example, they stuck glitter, sequins and little moving eyes onto a butterfly model, rather than making their own from scratch.

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

Children are cared for in a safe and welcoming environment. The childminder has a good range of resources to meet children's learning needs and interests. Parents say that the childminder treats children as if they were family and that children are always keen to attend. Children are well prepared emotionally and socially for starting school. Children aged three and four years manage their own toileting, dress themselves and use cutlery competently. The childminder takes children to various community group activities each morning so they learn to socialise within larger groups. The childminder teaches children road and fire safety and the importance of handwashing.

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

The childminder effectively evaluates the quality of her practice regarding children's welfare. However, she does not have good methods to identify areas for improvement to raise standards of teaching. With the exception of updating her child protection and first-aid training, she has not sought to develop her knowledge and skills about the learning and development requirements and different ways to support children's progress since 2009. As a result, the childminder is unclear about the purpose of the progress check for two-year-olds. She has not recognised that her assessments of children lack accuracy and precision or that there are gaps in her tracking and planning for children's progress. She has not fully established partnerships with the nursery schools that children attend. Nonetheless, the childminder shows a strong commitment to addressing the weaknesses.

Setting details

Unique reference number	139780
Local authority	Sutton
Inspection number	841383
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	8 July 2009
Telephone number	

The childminder was registered in 1993. She lives in Worcester Park, Surrey, in the London Borough of Sutton. The childminder works Monday to Friday throughout the year.

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