

# Childminder Report

## Inspection date

3 August 2015

## Previous inspection date

21 March 2012

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 <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 assess children's progress to provide an accurate picture of how well they are doing in relation to their starting points and their expected levels of development. As a result, she does not always plan activities that provide sufficient challenge for all children so that they make good progress.
- The childminder does not make the best use of opportunities for children to develop their early reading skills.
- The childminder does not always obtain detailed information from parents about children's earliest achievements and their learning at home.
- The programme of self-evaluation does not ensure that the childminder improves her skills, to support children's learning and development.

### It has the following strengths

- Children are happy, content and relaxed because they have formed positive relationships and secure attachments with the childminder. The environment is homely and welcoming, which effectively fosters children's well-being.
- The childminder has a good understanding of how to manage children's behaviour and works closely with parents to ensure a consistent approach. Children receive regular praise and encouragement, which enhances their confidence and self-esteem.
- Children are safeguarded well because the childminder understands her role in regards to child protection issues. In addition, through training, she knows which agencies she must involve if she has any concerns about the welfare of children.
- Children enjoy outings to many community groups and local attractions. These experiences effectively promote children's social and physical development.

## What the setting needs to do to improve further

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

- ensure that the assessment of children's progress is accurate and use the information obtained to plan challenging and enjoyable experiences that effectively promote and extend children's all-round learning and development
- introduce systems for obtaining information from parents about children's earliest achievements and their learning at home, in order to accurately identify their starting points and to systematically track progress right from the start of any arrangements.

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

- provide children with more opportunities to see and use print in the environment
- implement a comprehensive programme of continuous professional development designed to build on the current practice being offered.

## Inspection activities

- The inspector observed activities and the quality of teaching.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held joint discussions with the childminder in relation to observations of the children's play, learning and progress.
- The inspector looked at evidence of the suitability of household members. She viewed a range of other documentation, including the childminder's first-aid certificate.
- The inspector discussed self-evaluation with the childminder.

## Inspector

Tina Mason

## 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 experiences for the children in her care. She enables them to have independent access to a range of resources and activities set out in the family home. She encourages children to help themselves, socialise and make friends, and to develop their physical skills through play. Therefore, the young children are generally developing the skills to support them in the next stage of their learning. The childminder observes children while they play and plans appropriate activities to support their steady development in all areas of learning. However, she does not make best use of assessment to inform her planning. Some specific learning targets for individual children are not clearly identified to support stronger progress. Children learn about literacy as they show an interest in books and distinguish between the different marks they make when they paint and draw. However, opportunities for children to further develop their early reading skills are not being fully supported. For example, children have few opportunities to learn how words can be used in context in different environments. Positive relationships are established with parents. The childminder talks to parents daily to share information about care routines and what they have done with her. However, she does not always obtain detailed information from parents about children's earliest achievements and their learning at home. Therefore, she cannot accurately identify children's starting points to track progress right from the start of any arrangements.

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

Children's emotional well-being is fostered as they play in a safe, secure and child-friendly environment where they develop a close relationship with the childminder. Children are happy, enjoy themselves and have fun in the childminder's care. They benefit from the positive approach in managing their behaviour, and as a result, they learn to share and take turns, learn manners and gain independence skills in readiness for school. Children enjoy numerous exciting outings. They go for walks and visits to the local community facilities, where they develop their physical and social skills by mixing with larger groups of children. Children eat healthy snacks and meals and they follow good hygiene routines from an early age. As a result, children's healthy lifestyle is promoted.

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

The childminder ensures her home is a safe and secure environment for children to play and learn through her thorough risk assessments. The childminder has attended first-aid training. As a result, she is able to respond to minor injuries, supporting children's well-being. The childminder is currently not evaluating her practice to assist her in shaping her future service. Self-evaluation does not currently help the childminder focus on possible improvements in all aspects of her practice. Consequently, actions raised at the last inspection have been not been fully addressed. As a result, her use of observations to analyse and track children's progress, is still not highly successful.

## Setting details

<b>Unique reference number</b>	EY103441
<b>Local authority</b>	Essex
<b>Inspection number</b>	869626
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<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>	21 March 2012
<b>Telephone number</b>	

The childminder was registered in 2001. The childminder operates all year round from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays agreed in advance.

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