

Childminder Report

Inspection date

Previous inspection date

16 September 2015

9 January 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder does not have a suitable understanding of the Early Years Foundation Stage. She does not assess children's progress well enough to identify what they can do and plan appropriate next steps in their learning. Therefore, children are not able to make steady progress in relation to their starting points.
- Children do not have good opportunities to explore a wide range of resources and activities that enable them to use their senses and develop their understanding of the world.
- The childminder has not recently evaluated her practice to identify her strengths and weaknesses. Therefore, breaches in the learning and development requirements have not been recognised or addressed.

It has the following strengths

- The childminder speaks to the children constantly. For example, she repeats their sounds and early speech to develop their language and communication skills.
- The childminder builds friendly partnerships with parents. This helps to involve parents in their children's learning and development.
- The childminder thinks carefully about keeping children safe. She checks the environment frequently for hazards, whether at home or on outings, to minimise and address any risks.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ develop a secure knowledge and understanding of the learning and development requirements in order to effectively support children's progress across all areas of learning 	16/10/2015
<ul style="list-style-type: none"> ■ monitor children's progress more effectively to identify what they can do and plan a broad range of activities that target and address children's next steps in learning 	16/10/2015
<ul style="list-style-type: none"> ■ develop knowledge of the requirements to complete a written progress check for children between the ages of two and three years, and share this report with parents. 	16/10/2015

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

- improve the range of resources and activities to provide opportunities for children to explore using their senses and extend their understanding of the natural world around them
- develop a robust self-evaluation procedure to identify strengths and weaknesses in practice, including breaches in legal requirements, and respond in a timely manner to address these and raise outcomes for children.

Inspection activities

- The inspector observed the childminder playing with children indoors.
- The inspector had discussions with the childminder throughout the inspection.
- The inspector sampled a range of documentation, including children's learning records and suitability checks.
- The inspector took account of parents' written feedback.

Inspector

Jill Steer

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder has clearly written procedures that she shares with parents. She understands how to recognise signs that may indicate that children are at risk of harm and how to act to protect their welfare. The childminder has not implemented effective self-evaluation procedures to identify areas that need improvement. Consequently, this has resulted in breaches of the learning and development requirements. For example, the childminder has not developed her practice by keeping up to date with changes to the Early Years Foundation Stage. This means that her assessment and monitoring of children's progress does not effectively challenge children well in all areas of learning. This shows that the childminder does not place a high priority on her own professional development to extend her practice. Parents provide written feedback and comment on the childminder's positive influence on the attitude and behaviour of the children.

Quality of teaching, learning and assessment requires improvement

The childminder does not have a suitable understanding of the learning and development requirements. She does not complete the progress check for children aged between two and three years, as required. She does not use her observations to monitor children's progress and plan suitably challenging activities to support the next steps in their learning. However, she engages well with children and supports their play. The childminder helps younger children to develop their physical skills. For example, she shows them how to stack cups and when they knock them down, she claps. This helps to build children's confidence in their own abilities. However, children are not always able to develop their understanding of the world or use their senses to explore a wide range of resources that promote this.

Personal development, behaviour and welfare require improvement

Children are happy and settle easily. The childminder helps children to choose their own play and organises the resources so children can easily reach them. This helps to develop their independence skills. Children go out on trips regularly. This enables them to develop their social skills and become aware of differences between themselves and others. Children learn how to manage their own behaviour and to share and take turns. This supports their social development. Children have daily opportunities to play outside and enjoy their meals and snacks that help them to learn the importance of eating a healthy, balanced diet. This supports their health and well-being.

Outcomes for children require improvement

Children make some progress in relation to their starting points. They learn to be independent and confident. However, they are not able to learn all the key skills they need which impacts on their readiness for school.

Setting details

Unique reference number	114263
Local authority	West Sussex
Inspection number	1008056
Type of provision	Childminder
Day care type	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	9 January 2009
Telephone number	

The childminder registered in 1999 and lives in Crawley, West Sussex. She operates all day from Monday to Friday. The childminder collects children from the local school.

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