

# Childminder Report

**Inspection date**

21 September 2015

Previous inspection date

26 May 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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's knowledge of child protection concerns is not strong enough to fully safeguard children. This also relates to the requirements of the Childcare Register.
- The childminder has taken some steps to address previous recommendations. However, her knowledge of all requirements of the Early Years Foundation Stage is not robust to help her maintain continuous improvement.
- The childminder does not obtain detailed information from parents when children first start to enable her to promptly plan learning experiences to promote good progress.
- Play offered to children is too adult-directed to enable children to develop their concentration skills effectively. Children have few opportunities to socialise with other children of similar age in the community.
- The childminder does not recognise the relevance of working in partnership with other settings children may move on to or attend while in her care.

### **It has the following strengths**

- Children have a positive relationship with the childminder, which means they feel safe and secure in her care.
- The childminder's communication with parents keeps them generally informed about their children's development as she shares her developing range of records and assessments of their children's learning.

## What the setting needs to do to improve further

**To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:**

	<b>Due Date</b>
■ develop a secure understanding of child protection procedures, with particular regard to identifying the possible signs and symptoms of abuse	31/10/2015
■ provide children with an appropriate range of play materials and learning experiences that allow them to make choices freely and play at their own pace, and review the role you play to support children to fully benefit from the activities offered	31/10/2015
■ strengthen opportunities for parents to share information about their child's learning from home when they start, to complement the settling-in observations and inform forward planning	31/10/2015
■ keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse and neglect	31/10/2015
■ make available to parents copies of the written statements of safeguarding and complaints procedures.	15/10/2015

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

- establish systems of communication with other settings that children may attend or move on to, in order to enhance continuity of care and learning
- provide children with opportunities to socialise with children of similar age and to access broader learning experiences
- develop an effective process for continuous reflection to build on strengths and fully identify and address weaknesses in practice to drive improvement and improve outcomes for children.

**Inspection activities**

- The inspector observed the interactions between the childminder and the children.
- The inspector observed children engaged in activities and viewed the range of play resources and equipment available for the children's use.
- The inspector engaged with the childminder to explore how she organises the day to meet children's care and how she supports their learning and developmental needs.
- The inspector sampled the childminder's documentation. This included the required individual records for children to support their welfare and the policies and procedures she uses to inform parents of her role and responsibilities.
- The inspector looked at areas of the home and garden used for childminding purposes.

**Inspector**

Shaheen Belai

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder recognises working in partnership with safeguarding agencies and knows the reporting procedures to follow should she have any concerns. Although she has attended child protection training and gained some understanding, she fails to demonstrate a clear knowledge of the possible signs and symptoms that would cause her concern. The childminder's approach to self-evaluation has resulted in her making some improvements since her last inspection. However, she does not identify weaknesses in her service and does not build on her knowledge to improve outcomes for children. The childminder implements systems to observe, assess and track children's learning, which she shares with parents to help keep them involved. However, she does not seek relevant information from parents about children's starting points when children are settling in to give her an insight into their early development.

### Quality of teaching, learning and assessment requires improvement

The childminder has a variety of play materials and she plans activities to support all areas of children's development. However, she only allows children to play with one activity at a time and continuously directs children's play. This means children have few opportunities for making choices and exploring resources at their own pace, or to play for long periods when they are really interested. This is because the childminder lacks strong teaching skills and does not recognise that children need space and time to fully benefit from activities. Nonetheless, the childminder supports children's language development as she reads books to children and talks to them as they play. However, she does not offer children opportunities to engage with other children and enjoy additional play experiences.

### Personal development, behaviour and welfare require improvement

Children show trust and a close relationship with the childminder. She adequately manages children's behaviour and teaches them good manners routinely. Children eat well. The snacks that the childminder provides support them to be nourished and develop appropriate eating habits. The childminder supports children's basic understanding of their own identity and that of others, as she offers some resources that reflect diversity and teaches children to treat individuals with respect. Although the childminder exchanges information with parents when children move on to other settings, she has not developed links with the staff to support children's continuity of care and learning.

### Outcomes for children require improvement

Children make adequate progress. They show an interest in recognising letters of the alphabet and count out objects in play. Children are learning to become independent in washing their own hands after messy play and in feeding themselves.

## Setting details

<b>Unique reference number</b>	127977
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	836258
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	26 May 2011
<b>Telephone number</b>	

The childminder registered in 1992. She lives in Ilford, within the London Borough of Redbridge. She is available to care for children each weekday throughout the year.

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