

Childminder Report

Inspection date

23 September 2015

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
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 understand how to promote all areas of children's learning fully. As a result, at times, she provides limited learning experiences for children, in particular to develop further their mark-making skills, creative play opportunities, and exploration of mathematical concepts and technology.
- The childminder demonstrates a limited understanding of how to self-evaluate her practice in order to recognise areas for professional development and improve the overall quality of her provision for children.
- The childminder does not always make best use her observations of children's learning to accurately assess their learning needs, and plan clearly for their next steps.

It has the following strengths

- The childminder provides suitable opportunities for children to develop their communication and language skills. As a result, children express themselves confidently and focus on some activities for a period.
- Children display positive behaviour. They show respect for the childminder and other children. They form close attachment with the childminder and learn good social skills.
- The childminder provides suitable opportunities for them to develop their independence, confidence and decision-making skills through play.

What the setting needs to do to improve further

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

Due Date

- develop a secure understanding of the learning and development requirements, and use this knowledge effectively to provide a suitable range of activities, particularly to develop children's early writing and creative skills, as well as improve their understanding of measurement and the use of everyday technology during play. 19/10/2015

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

- improve current systems for observation, planning and assessment of children's learning and development, in order to gather a clearer picture of children's abilities, and to identify how to move them forward to the next stage of their learning
- establish self-evaluation processes to help recognise strengths and areas for development, and to drive forward continuous improvement.

Inspection activities

- The inspector sampled a range of documentation, including the childminder's training certificates, records of attendance, risk assessments and safeguarding policy.
- The inspector observed the quality of care and teaching.
- The inspector held discussions with the childminder about her understanding of meeting the statutory requirements.
- The inspector took account of parents' views on the day of the inspection.
- The inspector undertook a tour of the premises.

Inspector

Martina Mullings

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder attends safeguarding training and has a clear understanding of her role to safeguard and protect children. She is aware of the signs that may raise cause for concern and how to report these. The childminder develops suitable partnerships with parents. She provides them with sufficient information on their children's progress. Verbal feedback from parents highlight that their children are happy and have settled well. The childminder gains support from the local children's service coordinator to review her policies and procedures. However, she does not take steps to self-evaluate her practice in order to improve the care and teaching children receive. Consequently, this results in her not fully reflecting upon her practice and obtaining useful information about further training, to help extend her professional knowledge.

Quality of teaching, learning and assessment requires improvement

The childminder does not have a secure understanding of the learning and development requirements. For example, she does not provide a full range of opportunities for children to progress across all areas of learning. Additionally, her processes for assessing and planning for children's learning are not always consistent. Therefore, she provides fewer resources for the children to meet their current interests, such as mark making, creative activities and exploring with technological resources. This limits some children's opportunities to work fully towards meeting the early learning goals in preparation for school. However, the childminder does provide opportunities for children to develop their personal, social and emotional skills. Additionally, children develop their physical skills, for example, as they enjoy walks and visits to the local park. The childminder promotes children's interests in books, for example, she encourages them to sit and listen to stories.

Personal development, behaviour and welfare are good

The children develop close relationships with the childminder. As a result, they settle well. The childminder teaches the children to know right from wrong. Therefore, children learn to value and respect others, and celebrate cultural differences. Children develop their independence well and learn to manage their own personal care needs. Children develop good health as the childminder provides healthy food options. She ensures they have plenty of opportunities to have regular exercise and develop their physical skills, particularly during outdoor play. The childminder implements effective health and safety procedures. As result, children play in a clean, safe and secure environment.

Outcomes for children require improvement

Children make steady progress, particularly in their physical, personal, social and emotional, and communication and language development. However, the childminder provides limited experiences at times to stimulate children's development fully in all areas of learning, in preparation for their future learning.

Setting details

Unique reference number	EY413840
Local authority	Waltham Forest
Inspection number	1017044
Type of provision	Childminder
Day care type	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	Not applicable
Telephone number	

The childminder registered in 2010. She lives in the residential area of Walthamstow, in the London Borough of Waltham Forest. The childminder operates her service during weekdays, all year round. She holds a relevant childcare qualification at level 2.

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