

Childminder Report



Inspection date

4 August 2015

Previous inspection date

8 May 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
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		Requires improvement	3
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 has not completed an assessment on all children aged between two and three years, and she has not provided a written summary of their achievements and areas to develop to parents, as required.
- The childminder does not always use effective questioning to promote children's critical thinking skills and help them to solve problems, to extend their communication and language skills.
- The childminder does not make the most of all opportunities to promote effective partnerships with parents and other early years provisions that children attend, in order to promote further continuity in meeting their learning needs.
- The childminder's self-evaluation systems are not fully effective to help her identify gaps in her practice or identify areas where improvements can be made to improve outcomes for children.

It has the following strengths

- The childminder provides activities and opportunities that, overall, help children make progress in their learning and development.
- The childminder has suitable procedures in place to meet children's care needs and promote their well-being. As a result, children are content and well settled in her care.
- The childminder promotes children's physical needs well and provides them with opportunities to engage in physical play activities and encourages them to develop suitable hygiene practices.

What the setting needs to do to improve further

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

- develop procedures to undertake the progress check for each child aged between two and three years and provide parents and/or carers with a short written summary of their child's development in the prime areas
- improve the quality of teaching to enhance learning outcomes for children and continue to develop their communication and language skills
- improve partnerships with parents and other settings that children attend to actively encourage all adults to provide a consistent approach to promoting children's learning.

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

- improve the systems of self-evaluation and use this effectively to identify areas of strength and further development in order to drive improvement.

Inspection activities

- The inspector observed the childminder and children as they engaged in activities together.
- The inspector talked to the childminder at appropriate times during the inspection.
- The inspector took account of parents' views through written references provided.
- The inspector sampled a range of documentation that the childminder uses to underpin her practice.
- The inspector and the childminder jointly observed children at play.

Inspector

Samantha Smith

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The childminder has a sufficient understanding of the learning and development requirements, overall. She provides a suitably resourced learning environment, which offers children a range of learning experiences. This helps them to make progress from their starting points. She completes observations of children's learning, which she uses to plan activities to meet their identified next steps in learning. However, she has not completed the required progress check for all children between the ages of two and three years. The quality of teaching is inconsistent, and does not always extend children's learning. For example, children do not learn to extend their vocabulary or develop their ability to think critically. The childminder understands the importance of working in partnerships with parents and others involved with children, but she has not yet fully embedded these in her practice. She has not fully encouraged parents to play an active role in their children's learning, and has not yet formed partnerships with other early years settings that children attend.

The contribution of the early years provision to the well-being of children requires improvement

Children are well settled in the childminder's care and enjoy the close and positive relationships they form with her. This helps to foster their personal, social and emotional development. They behave appropriately and respond well to the consistent boundaries the childminder has in place. The childminder promotes their health needs appropriately. For example, she encourages them to engage in regular activities outdoors, and she provides healthy meals and snacks. She gathers information from parents about children's individual care routines and she follows these closely in order to promote consistency in their care. Overall, children are helped to develop the key skills they need to support their future learning.

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

The childminder understands the requirements of the Early Years Foundation Stage. However, there are some weaknesses in the quality of teaching and how she shares information with parents about their children's learning. She is aware of safeguarding procedures, including the signs and symptoms that may cause her to have concerns about the welfare of children, and knows where to refer these on to. She takes appropriate action to reduce potential hazards and risks to children, inside the home and on outings. The childminder has some systems to monitor her practice and identify training needs, and she attends some training to keep her knowledge and skills up to date. Through self-evaluation, she identifies some areas to improve, although this process is not yet fully embedded in practice consistently to drive improvements in her vision.

Setting details

Unique reference number	133312
Local authority	Islington
Inspection number	899041
Type of provision	Childminder
Registration category	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	8 May 2012
Telephone number	

The childminder registered in 2000. She lives in Newington Green, in the London Borough of Islington. The childminder works Monday to Friday, from 7am to 6pm, for most of year, and she takes five weeks holiday.

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