

# Childminder Report

**Inspection date**

15 October 2015

Previous inspection date

10 February 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:	Satisfactory	3
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:**

- After school, the care of the older children adversely affects the care of the younger children. The childminder does not effectively manage children's behaviour to promote positive relationships and help children manage their feelings. This also breaches the requirements of the Childcare Register.
- After school, the childminder does not plan and provide stimulating play experiences to keep children well occupied, happy and motivated to learn. Children do not make the best progress possible.
- The childminder does not use self-evaluation effectively to identify areas for improvement to benefit children.

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

- The childminder has addressed actions from her previous inspection. She attends safeguarding and child protection training, and has a clear understanding of her role to safeguard and protect children in her care.
- The childminder promotes children's early literacy skills appropriately. Children develop an interest in storybooks and they practise their early writing skills.
- Generally, children play in a warm and welcoming environment. They settle well and develop strong attachments with the childminder.

## 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:

	Due Date
■ improve behaviour management strategies to ensure that care provided for older children does not adversely affect younger children's care, to promote a culture where children learn to manage their feelings, share, take turns and respect others	12/11/2015
■ improve planning of activities and resources to create an environment that continues to promote children's learning after school.	12/11/2015

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

- improve the self-evaluation process, taking into account the views of children to effectively identify strengths and target areas for improvement to benefit children.

### Inspection activities

- The inspector sampled a range of documentation including children's records, the childminder's training certificates, insurance policy, records of attendance, risk assessments and safeguarding policy.
- The inspector held discussions with the childminder.
- The inspector undertook a tour of the premises used for childminding.
- The inspector conducted a joint observation with the childminder.
- The inspector observed the quality of care and teaching.

### Inspector

Martina Mullings

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder has a suitable safeguarding policy and procedure. She knows the signs that may give cause for concern about a child's well-being and how to report these. During the main part of the day, children have some good learning experiences but the childminder does not plan effectively to take full account of the differing needs of the children present after school. The childminder develops a close relationship with parents. She gathers relevant information when children first start to establish their interests, needs and routines. She provides daily verbal feedback to parents. The childminder gains support from other professionals and obtains some useful information to help extend her professional knowledge. However, she does not evaluate the quality of her provision effectively to identify and target areas for improvement.

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

During the day, the childminder often plans activities well. She monitors children's progress and plans activities to promote their next steps in learning. She interacts well with children. Children develop their creative skills, such as using their senses and imagination while painting. The childminder promotes children's early literacy skills; she encourages them to read storybooks and to practise their early writing skills. She supports children to develop their mathematical skills; they learn to count, to recognise shapes and colours. Children develop their communication and language skills; they speak clearly and confidently use simple words to express themselves. However, resources and activities after school do not occupy and motivate children to learn, and behaviour deteriorates.

### Personal development, behaviour and welfare require improvement

Children settle well and form a close relationship with the childminder. They move around freely and show a sense of belonging. Children develop some independence and confidence. The childminder reminds children of rules and encourages them to apologise to each other. However at times, such as when older children are also present, children do not listen and show little respect to others. For example, despite the childminder's intervention, children continued to hit each other with toys. They do not cooperate and play well together, which hinders their personal, social and emotional development. Children enjoy healthy food and develop good hygiene practices. Children have access to fresh air and exercise as they walk to and from school. The childminder completes risk assessments for her home and outings to identify and minimise any hazards to children.

### Outcomes for children require improvement

Overall, children are making steady progress in their learning, particularly in their creative, literacy, mathematical, communication and language development. However, children are not prepared as well as possible for their next stage of learning, such as school.

## Setting details

<b>Unique reference number</b>	EY364249
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	1024975
<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>	3
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10 February 2011
<b>Telephone number</b>	

The childminder registered in 2007. She lives in Thamesmead, in the London Borough of Greenwich. The childminder opens each weekday all year round. The childminder holds a relevant childcare qualification at level 2.

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