

Childminder Report

Inspection date

12 November 2015

Previous inspection date

26 October 2011

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		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's teaching skills are not good enough. She does not monitor children's progress effectively to identify their learning needs securely. The childminder does not always plan learning experiences for children that help them make the best possible progress from their starting points.
- The childminder does not always ensure parents are fully involved in their children's learning and development to provide a consistent approach. Parents do not always receive enough information to help them support their children's learning at home.
- The childminder does not regularly evaluate her practice to identify her strengths and weaknesses to help her make improvements that benefit children's learning. She does not always implement the knowledge and skills gained through professional development.

It has the following strengths

- The childminder forms secure attachments with children and provides a good role model to them. She supports children's behaviour consistently. This helps them to build their confidence and manage their feelings appropriately so that they behave well.
- The childminder has a high regard for children's safety. For example, she completes risk assessments to minimise risks to children and is vigilant when she takes children out in the local community.
- The childminder supports children's good health well. For instance, she provides healthy snacks and access to regular drinks, and promotes good hygiene practices.

What the setting needs to do to improve further

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

Due Date

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| <ul style="list-style-type: none"> ■ improve the quality of teaching and the monitoring of children's progress to identify and plan suitably challenging experiences that meet their learning needs to help them make the best possible progress. | <p>12/01/2016</p> |
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To further improve the quality of the early years provision the provider should:

- improve communication with parents to share information about children's learning and progress to help them support learning at home
- use self-evaluation to identify and target priorities for improvement, including the use of professional development to improve the quality of teaching practice and children's learning experiences.

Inspection activities

- The inspector viewed all areas of the house and garden used for childminding.
- The inspector observed children participating in activities and interacting with the childminder.
- The inspector viewed written documentation from parents to gain their feedback.
- The inspector spoke to the childminder at appropriate times during the inspection.

Inspector

Lesley Watts

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder has completed safeguarding training and is familiar with the basic signs and symptoms that would raise concerns. She has a safeguarding procedure to follow in the event she has any concerns about children's welfare. The childminder's knowledge and understanding of the learning and development requirements is limited. She does not monitor children's progress well enough to help her quickly identify and address any gaps in their learning. The childminder completes training and research and, since her last inspection, she has gained a recognised qualification. However, she does not use the knowledge and skills gained well enough to improve the quality of her provision. She does not use self-evaluation effectively to identify and target further improvements.

Quality of teaching, learning and assessment requires improvement

The childminder knows the children well and provides them with experiences linked to their interests. Children build on their existing skills, for example, they explore programmable toys, pressing buttons and following the simple instructions. However, the childminder's quality of teaching is variable and children do not always make consistent progress across all areas of learning. For instance, the childminder does not plan well for children's next steps in learning and much of their learning is incidental. The childminder helps children to learn about their community and the wider world. For example, she takes children on local outings and children use books and toys that reflect diversity. The childminder shares basic information with parents. However, she does not fully involve them in their children's learning to further support and extend this at home.

Personal development, behaviour and welfare are good

The childminder provides a warm and welcoming environment and she is calm, attentive and caring in her interactions with children. Children are happy and settled in her care. They are confident to seek her out when they need comfort and are motivated to try new things. The childminder supports children who are learning English as an additional language. For example, she uses simple words and gestures to help develop their understanding of English. The childminder's home is safe and well organised. For instance, toys and resources are easily accessible and children make independent choices. The childminder gathers information from parents when children start about their interests. She uses this information to support children to settle quickly.

Outcomes for children require improvement

Overall, all children make progress that is typical for their age. They develop some key skills ready for their next stage in learning. However, the variable quality of teaching and monitoring of children's learning does not help children make the best possible progress.

Setting details

Unique reference number	160773
Local authority	Medway Towns
Inspection number	842057
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	26 October 2011
Telephone number	

The childminder registered in 2001. She lives in Gillingham, Kent. The childminder operates between 7am and 6pm each week day throughout the year. The childminder has a relevant early years qualification at level 3.

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