

Childminder Report

Inspection date

12 November 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 | | 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 does not always give children consistent messages to help them learn to manage their own behaviour. For example, children do not always develop their understanding of the behaviour expectations.
- The childminder does not always share children's next steps in learning with parents for them to be able to further support their children's learning at home.
- The childminder does not use the information she gains from parents when children start to accurately identify children's current levels of development. She does not track children's progress well enough to identify and close gaps in their learning quickly to help children make the best possible progress.
- Children do not always receive consistent support in their speech and language development.
- The childminder has not established a robust system for self-evaluation to identify key weaknesses for development.

It has the following strengths

- The childminder provides a well-resourced and welcoming environment for children. For example, she has a range of easily accessible toys and resources.
- Children receive positive examples and experiences to support their understanding of how to lead a healthy lifestyle. For instance, children have daily activities outside.
- The childminder assesses risks well to keep children safe. For example, she completes thorough risk assessments of her home and outings.

What the setting needs to do to improve further

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

Due Date

- strengthen knowledge and understanding of behaviour management to help children understand what is expected of them so that they learn to manage their own behaviour. 11/01/2016

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

- provide opportunities to share children's next steps in learning and development with all parents to further promote their involvement
- develop the use of information about children's starting points to track and monitor their progress from the very start in order to accurately identify and plan for their learning needs
- support children's communication and language skills further to help them understand words and develop their vocabulary
- develop arrangements for reviewing the overall quality of the provision that focus on identifying weaknesses and driving improvement.

Inspection activities

- The inspector held a joint observation with the childminder.
- The inspector observed activities to assess the quality of teaching.
- The inspector observed all areas of the setting used for childminding.
- The inspector viewed documentation such as attendance registers, children's learning records and policies and procedures.

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder listens to the views of parents and reflects on her practice to evaluate some aspects of her service. However, she does not focus sufficiently on raising the quality of teaching and children's experiences. Arrangements for safeguarding are effective. For example, the childminder keeps accurate records of attendance and maintains up-to-date first aid training. She knows the correct procedures to follow if she should have concerns about a child's welfare. The childminder works with parents to gain information about children when they start. However, she does not use this information to track children's progress from the start to quickly identify and close any gaps in their learning. The childminder works well with other settings that children attend. For instance, she is aware of what children are learning and how she can support them while in her care.

Quality of teaching, learning and assessment requires improvement

The childminder does not consistently support and extend children's language skills. For example, she does not always use proper words to help children develop their vocabulary. The childminder observes children's play and knows them well. She establishes clear next steps in their learning. However, she does not share these with all parents on a regular basis to help them further support children's learning at home. The childminder supports children to explore books and stories. For example, they choose and share books together. The childminder helps children learn about the world around them and each other. For instance, she takes them out on local trips and to toddler groups in the community.

Personal development, behaviour and welfare require improvement

The childminder does not always give children clear and consistent boundaries when managing their behaviour. She does not always consider children's ages and level of development when managing their behaviour to support their understanding of how to behave. The childminder talks to children about their own personal safety. For example, through role-play she explains that the toy toaster could be hot. Children develop a sense of belonging and the childminder meets their emotional needs. For example, children have access to their own bags and comforters when needed.

Outcomes for children require improvement

Overall, children make progress in their learning and development. They make choices about what to play with and what they would like to do. Children develop some skills in readiness for school. For example, young children develop independence skills, such as putting on their own shoes.

Setting details

| | |
|------------------------------------|----------------|
| Unique reference number | EY442046 |
| Local authority | Kent |
| Inspection number | 940547 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Age range of children | 1 - 5 |
| Total number of places | 4 |
| Number of children on roll | 4 |
| Name of provider | |
| Date of previous inspection | Not applicable |
| Telephone number | |

The childminder registered in 2012 and lives near Sevenoaks, Kent. She runs her service from Monday to Thursday, 7.30am to 6pm for most of the year. The childminder holds an early years qualification at level 3.

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