

Childminder Report

Inspection date

19 November 2015

Previous inspection date

21 June 2010

| 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 | | 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 effectively reflect on her observations of children. She does not use her findings to help children move on to the next steps in their development.
- The childminder does not obtain detailed information from parents when children first start to enable her to promptly plan learning experiences and help children make good progress.
- The childminder does not effectively evaluate the service she provides to enable her to improve outcomes for children and develop her knowledge further.
- Children have few opportunities to socialise in the community with other children of a similar age and take part in additional activities.
- Children do not always have the best opportunities to engage in play experiences that support their early mathematical skills.

It has the following strengths

- Children have a positive relationship with the childminder, which helps them feel safe and secure. They receive high levels of attention and support.
- Children's language development is well supported through planned activities and the positive interaction of the childminder.
- The childminder's communication with parents keeps them generally informed as she exchanges information daily. She includes them in required assessments of their children's development.

What the setting needs to do to improve further

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

- develop an effective process for continuous reflection to build on strengths and fully identify and address weaknesses in practice to drive improvement and improve outcomes for children
- provide children with more opportunities to develop their social skills and access broader learning opportunities
- increase opportunities for children to explore problem solving to support their mathematical development.

Inspection activities

- The inspector observed the interactions between the childminder and the children, and spoke to them when appropriate.
- The inspector engaged with the childminder to explore how she organises the day to meet children's care and how she supports their learning and developmental needs.
- The inspector sampled required documentation, including the records used to help safeguard children and promote their welfare.
- The inspector looked at areas of the home and garden used for childminding purposes. She also looked at a sample of play materials and equipment used for children's care and learning.
- The inspector discussed with the childminder how she addresses reflective practice to improve her knowledge and improve the service she offers.

Inspector

Shaheen Belai

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder has attended safeguarding training to update her knowledge of child protection issues and her duties and responsibilities. She has all the required documentation in place, such as children's details and attendance. The childminder is aware of working with Ofsted to inform them of relevant changes. The childminder's approach to self-evaluation has resulted in her making some improvement since her last inspection. However, she does not always identify weaknesses in her service and does not build on her knowledge to improve outcomes for children effectively. Parental feedback at inspection is positive of the service and care provided by the childminder.

Quality of teaching, learning and assessment requires improvement

The childminder plans suitable activities that help children to make steady progress. She implements systems to observe and track children's learning. However, she does not seek relevant information from parents about children's starting points when they are settling in. In addition, she does not use her observations effectively to plan for children's learning. Children enjoy their time with the childminder because she provides some interesting activities. For example, they spend long periods looking at books to support their language development. Children explore a broad range of carefully selected materials that promote their sensory skills. They learn to count from a young age but the childminder misses opportunities, and does not provide enough resources, to extend children's interest in mathematics further.

Personal development, behaviour and welfare require improvement

The childminder meets children's individual needs. For example, she follows parents' instructions on serving children the food they provide. She supports children to recognise their own needs, such as encouraging young infants to use feeder cups to drink water regularly. She builds trusting relationships with children that help them to feel emotionally secure in a short time of them settling in. However, she does not offer children opportunities to engage with other children and enjoy additional play experiences. She helps children to develop a positive awareness of others and learn about how to behave. She uses praise and recognition well to support children to identify what behaviour is acceptable.

Outcomes for children require improvement

Children make steady progress and are developing some of the skills needed for helping them to be confident to move on to school. They participate in the experiences available to them and welcome the support of the childminder as a play partner.

Setting details

| | |
|------------------------------------|----------------|
| Unique reference number | EY268569 |
| Local authority | Waltham Forest |
| Inspection number | 847144 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Age range of children | 1 - 6 |
| Total number of places | 5 |
| Number of children on roll | 1 |
| Name of provider | |
| Date of previous inspection | 21 June 2010 |
| Telephone number | |

The childminder registered in 2003. She lives in Walthamstow, in the London Borough of Waltham Forest. She is available to care for children Monday to Friday, throughout the year. The childminder is registered to work with two assistants.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

