

# Childminder Report

**Inspection date**

23 November 2015

Previous inspection date

31 January 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:    | 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 has not completed the required progress checks for two-year-old children. This is a breach of the requirements.
- The childminder does not always encourage all parents to share information about their children's learning, particularly at home. Furthermore, she does not always fully assess children's starting points in partnership with parents.
- Self-evaluation is not yet rigorous enough to ensure that the childminder identifies all gaps in her professional development, including the need to update her training, for example, in first aid.

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

- The childminder provides a safe environment for children. She teaches them about their personal safety in a range of ways.
- The childminder provides a varied range of resources to cover all areas of learning. Children are confident when selecting toys or asking for additional items.
- The childminder is a good role model for children. Children behave well and they are learning to understand each other's needs.

## What the setting needs to do to improve further

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

### Due Date

- |  |            |
|--|------------|
| ■ ensure children's progress is reviewed between the ages of two and three years by completing the required written summary and sharing this with parents. | 31/12/2015 |
|--|------------|

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

- strengthen partnerships with all parents, particularly by gathering more detailed information about each child's individual starting points and ongoing development at home, in order to effectively monitor their progress
- improve processes for monitoring professional development, in particular to identify any training needs.

## Inspection activities

- The inspector observed the childminder as she played with children and carried out daily routines.
- The inspector spoke with children, parents and the childminder at appropriate times during the inspection.
- The inspector toured the areas of the childminder's home, which she uses for childminding purposes.
- The inspector reviewed relevant documents, including the childminder's qualification certificates and children's development folders.

## Inspector

Lesley Hodges

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder understands the signs and symptoms of when a child may be at risk of harm. She has suitable systems in place to making referrals to the relevant authorities, should she need to. The childminder reduces risks in her home to promote children's safety at all times. For example, she installs safety gates to ensure that children do not go into the kitchen or climb the stairs unsupervised. The childminder is developing her systems for carrying out observations. She has reviewed this aspect of her provision well. However, she does not routinely review all aspects of her provision to ensure that she meets all requirements of the Early Years Foundation Stage, such as when to update her training. Furthermore, she has not completed the required progress check for children when they reach two years to identify any gaps in their learning and development.

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

Children enjoy exploring different resources and the childminder observes their play. She plans for children's learning using her observations and by following their interests. For example, she provides favourite stories for children as they begin to take an early interest in literacy. Her systems for monitoring children's progress are developing. However, she does not consistently gather information from all parents about children's ongoing learning at home. Additionally, she does not fully identify children's starting points, in partnership with parents, so she has a clearer overview of their progress. The childminder encourages children to engage in discussions, and promotes their developing language skills well. For example, children enjoy talking about what they did at the weekend. Older children have opportunities to practise their early writing skills in preparation for their move on to school.

### Personal development, behaviour and welfare require improvement

Children generally settle well in the childminder's home and build close bonds with her. Although, the childminder misses some opportunities to gather information about their starting points from parents, to help her identify their individual needs more accurately. Despite this, children enjoy playing alongside each other in the relaxed and positive environment. For example, they laugh together as they play hide-and-seek with the childminder. Children enjoy daily outside play in the fresh air. They develop their physical skills in many ways, including playing with a range of toys. The childminder teaches children about the natural world. For example, she takes them on trips within the local environment. Children enjoy healthy snacks and meals. They learn about different foods from around the world, which helps them to understand and respect other people.

### Outcomes for children require improvement

Children are generally making progress that is typical for their age. They are developing independence skills to help prepare them for their move to school. For example, they are learning to dress themselves and manage their own personal care needs.

## Setting details

|                                    |                 |
|------------------------------------|-----------------|
| <b>Unique reference number</b>     | EY403557        |
| <b>Local authority</b>             | Redbridge       |
| <b>Inspection number</b>           | 831256          |
| <b>Type of provision</b>           | Childminder     |
| <b>Day care type</b>               | Childminder     |
| <b>Age range of children</b>       | 1 - 8           |
| <b>Total number of places</b>      | 6               |
| <b>Number of children on roll</b>  | 5               |
| <b>Name of provider</b>            |                 |
| <b>Date of previous inspection</b> | 31 January 2011 |
| <b>Telephone number</b>            |                 |

The childminder registered in 2009. She lives in Hainault, in the London Borough of Redbridge. The childminder operates all year round, apart from family and bank holidays.

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