

# Childminder Report

<b>Inspection date</b>	19 November 2015
Previous inspection date	23 November 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		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 does not consistently guide children's progress based on a fully secure knowledge of the ages and stages of their development. This does not enable children to make consistently good progress in their learning.
- The childminder does not always track and monitor children's progress effectively and plan precisely for their individual needs. Assessments, including progress checks for two-year-old children, are not always accurate and fully effective in identifying gaps in children's learning.
- The quality of teaching is variable. Occasionally, the childminder does not reshape planned activities effectively to take account of children's emerging interests.
- Self-evaluation is not fully robust. The childminder has not made good enough progress towards some of the recommendations raised in the previous inspection.

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

- The childminder is gentle and caring. Children develop strong bonds with her and are emotionally secure.
- The childminder provides a suitable range of resources for children to access and they develop confidence and independence as they choose and explore freely.
- The childminder works in partnership with parents to establish routines for children. She maintains a two-way flow of information with parents to enable them to continue children's care and learning at home.
- Parents express the view that their children are happy and safe in the childminder's care.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ develop a secure knowledge and understanding of the ages and stages of children's development and use this effectively to plan precisely for individual children's learning</li> </ul>	19/02/2016
<ul style="list-style-type: none"> <li>■ ensure that assessment and monitoring of children's progress, including the required progress check for children aged two years, are effective in identifying children's individual learning needs and in supporting their steady progress from their starting points.</li> </ul>	19/02/2016

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

- strengthen further opportunities for children to follow their emerging interests during play
- strengthen self-evaluation to identify all areas that need improvement.

### Inspection activities

- The inspector observed children and their interactions with the childminder.
- The inspector viewed children's developmental records.
- The inspector viewed a sample of the childminder's policies and procedures.
- The inspector carried out discussions with the childminder when appropriate.
- The inspector took account of the views of parents and children.

### Inspector

Geetha Ramesh

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The childminder seeks parental views and shares good practice with other childminders, which helps her raise the quality of her provision in some areas. However, she has not made suitable progress towards recommendations raised at the previous inspection in relation to the learning and development requirements. She has not developed effective processes for monitoring children's progress and for identifying gaps in their learning. The childminder has a secure knowledge of procedures to follow to protect children and help to ensure their safety. Safeguarding is effective. The childminder shares information with other settings that children attend and with teachers when children move to school. She provides an inclusive setting in which all children and their families feel welcome.

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

The childminder does not always assess children's progress accurately. This does not enable her to plan and consistently provide challenging activities to motivate them in their learning. Also, when children lose interest in planned activities, the childminder does not always take their lead and support them to follow their interests. Nevertheless, children demonstrate familiarity with the resources and routines at the setting and are generally happily engaged in play. For example, they eagerly explored electronic equipment. Young children pressed buttons, turned knobs on the baby walker, and observed the effect of their actions. As older children joined in, the childminder introduced letters and numbers. Children develop their mathematical skills, for instance, as they explore and sort shapes and complete number puzzles.

### Personal development, behaviour and welfare are good

Children develop positive relationships with each other. The childminder is a good role model. Children follow her example and spontaneously use polite words. Young children settle well when she comforts them, for example, when they wake up after a nap. They exchange smiles and cuddles with the childminder as they play. Children display positive self-esteem, for instance, the childminder offers plenty of praise and encouragement. The childminder provides regular opportunities for them to exercise and to develop a healthy lifestyle. She works in close partnership with parents, for example, she helps support them through the weaning process for babies. She provides nutritious foods and meets the dietary needs of individual children.

### Outcomes for children require improvement

Overall, children develop the key skills that support their progress to the next stages in their learning. However, gaps in the assessment and planning mean that the childminder occasionally misses some opportunities to strengthen their learning and help them make the best possible progress.

## Setting details

<b>Unique reference number</b>	125317
<b>Local authority</b>	Kent
<b>Inspection number</b>	840527
<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>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23 November 2011
<b>Telephone number</b>	

The childminder registered in 1998. She lives in Swanley, in Kent. The childminder provides childcare all day on weekdays, for most of the year.

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