

# Childminder Report

**Inspection date**

14 December 2015

Previous inspection date

20 June 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 does not fully understand how to use observations and assessments to plan for individual children, including sharing these with parents to extend children's learning further.
- Children have fewer opportunities to develop their communication and language skills fully, for example, to hear and understand descriptive and repetitive language.
- The childminder misses opportunities to strengthen children's awareness of other people, particularly to support their understanding and appreciation of wider communities.
- The childminder's self-evaluation process is not always rigorous, in particular to help identify areas for improvement, including training needs, in order to improve outcomes for all children.

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

- The childminder knows how to support children's social skills so that they feel confident, such as when visiting toddler groups and when engaging with others during play.
- The childminder promotes children's independence skills. She supports them as they learn to do things for themselves, such as using a spoon to feed themselves, making choices about what to play with and helping with small tasks.

## 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"> <li>■ improve assessments to obtain a clearer understanding of children's current abilities, in particular to involve parents and others in the assessment process, and to plan activities that promote children's learning.</li> </ul> | <p>30/01/2016</p> |
|--|-------------------|

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

- create more opportunities for children to hear and use language throughout the daily routine to extend their communication skills and vocabulary
- increase opportunities for children to learn about differences and similarities between themselves and others, to extend their understanding of the wider world and respect for others
- make better use of self-evaluation processes, in particular to focus more precisely on identifying ways to improve learning outcomes for all children.

## Inspection activities

- The inspector observed children's play and learning during the inspection.
- The inspector sampled a range of documentation, including developmental records, the childminder's key policies and procedures, training certificates and the self-evaluation processes.
- The inspector conducted a joint observation with the childminder and discussed findings.
- The inspector took account of parents' views through written feedback provided during the inspection.

### Inspector

Carolyn Hasler

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The childminder does not reflect on her practice fully to help her identify areas for development. For example, she has not addressed weaknesses in observing and assessing children's learning, and including parents and others in this process. Despite this, she does seek some support and advice to develop aspects of her provision. For example, she attends training and receives regular updates on current practices. Safeguarding is effective. The childminder is alert to issues that may affect children's safety and feelings of well-being. She ensures suitability checks are in place for all members of the household. Overall, children make suitable progress in their learning and development.

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

The childminder misses opportunities to challenge and extend children's communication skills at times. However, she provides some activities to engage children, particularly during shared play, in order to promote their learning experiences. The childminder knows how to help children focus during some activities, such as when making Christmas decorations and completing peg puzzles. She promotes children's physical skills; for example, they shake glitter, handle glue sticks and match shapes into spaces, which strengthen their fine motor skills and their future writing practices. The childminder models to children how to use resources, aiding children's knowledge of how things work. However, her planning does not always match what children are able to do or help to extend their learning further.

### Personal development, behaviour and welfare require improvement

The childminder generally provides suitable resources for children to encourage them to learn independently. However, some resources are not always reflective of the diverse and wider community in which children live, to help them learn about other people. The childminder builds secure attachments with children, which promotes their self-esteem and feeling of self-worth. She encourages them in learning to play safely, for example, when climbing. The childminder teaches children good manners and helps them build skills when playing with others. She promotes their health, supporting children to eat healthy food, to take care of their own needs and to become physically active. She provides quiet areas for children to rest and gain energy to continue their day.

### Outcomes for children require improvement

Overall, children make suitable progress in their learning and development. They are emotionally secure and, in general, children are gaining the necessary skills they need to prepare them for school.

## Setting details

<b>Unique reference number</b>	138839
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	841329
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20 June 2011
<b>Telephone number</b>	

The childminder registered in 1994. She lives in Harefield, in the London Borough of Hillingdon. The childminder operates her service for five days a week, all year round. She holds a relevant qualification in home-based childcare at level 3.

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Piccadilly Gate  
Store St  
Manchester  
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