

Childminder Report

Inspection date

11 December 2015

Previous inspection date

8 September 2011

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's assessments of what children know and can do are not accurate and precise.
- The childminder does not gather precise information from parents about children's learning when they first start, in order to accurately assess children's starting points.
- The childminder does not successfully monitor the younger children and encourage them to fully explore the activities available so that their learning is extended.
- Good hygiene practices are not implemented consistently, which means that children do not always learn why good hygiene is important.

It has the following strengths

- Children's language development is promoted effectively by the childminder. They are beginning to listen to stories with increasing attention and recall. Children enjoy spontaneous and planned story time activities where they interact and listen attentively to popular stories.
- The provision of a well-resourced play environment means that children can play independently, access activities of their choice and become independent learners. This helps them develop some of the characteristics they need for their future learning in pre-school or school.
- Strategies for managing behaviour focuses on positive reinforcement in order to address children's confidence and self-esteem. As a result, children behave well.
- The childminder gains parents' opinions on the quality of the service she provides, so that she can review the quality of her setting. Written references from parents are very complimentary of the childminder.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> improve the assessment of children's learning in order to ensure opportunities planned to support children's next steps in learning are matched to their abilities 	29/02/2016
<ul style="list-style-type: none"> ensure precise information is gathered from parents about what a child knows and can do when they first start, in order to accurately establish children's abilities on entry. 	29/02/2016

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

- encourage the younger children more successfully to use and explore activities to further raise their level of engagement and achievement
- monitor the implementation of hygiene practices to ensure consistency, and to set a good example for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as, the childminder's self-evaluation, evidence of the suitability of other members of the household and children's learning and development records.
- The inspector took account of the views of the parents in writing.

Inspector

Tina Mason

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder ensures that all adults in the household have had the required suitability checks carried out by Ofsted. She ensures her home is a safe and secure environment for children to play and learn through her thorough risk assessments. She has attended training to ensure that she understands what to do should she have a concern about the welfare of a child in her care. The childminder regularly observes the children in their play. However, she does not yet have effective systems in place to precisely monitor children's progress in their learning. Gaps in learning are not always quickly identified. The childminder has generally good partnerships with parents and exchanges information with them about children's daily experiences and care routines. However, she does not gather more-specific information about what children know and can do when they first start. This means their starting points in learning are not quickly established.

Quality of teaching, learning and assessment requires improvement

The childminder offers a good range of activities, both indoors and outside, which cover all of the areas of learning. Children happily explore a range of textures, such as, dough, paint, mud, sand and water. However, the quality of teaching is variable. On occasions, the childminder does not consistently encourage younger children in their play, to ensure they make the most of the experiences provided to further extend their learning. However, at other times interaction with children is of good quality. For example, the childminder encourages older children to develop their understanding of volume and weight as they use weighing scales to weigh out the ingredients needed to make salt dough. Children are provided with opportunities to make marks in the dough and form the letters of their name, supporting their early writing skills. As a result, children are making steady progress towards the early learning goals in readiness for school.

Personal development, behaviour and welfare require improvement

Children form warm, caring bonds with the childminder and each other. The childminder provides a homely environment. Younger children have adequate space to toddle around and practise their early walking skills. Children begin to learn about the rules in place for their safety, and how to keep themselves safe through gentle reminders from the childminder. The childminder provides opportunities to teach children about the wider community. They begin to respect these differences, as they discuss and learn about other cultures and religions. Children are offered fresh, nutritious snacks and meals. Children are not consistently reminded to wash their hands after using the toilet or before eating meals. This does not model good hygiene practices, so children are not always learning why good hygiene is important.

Outcomes for children require improvement

Outcomes for children are variable. The childminder's assessments of some children's development are not strong enough. Consequently, any gaps in their learning are not identified or addressed quickly enough. Therefore, some children are not supported in the best possible way to prepare them for their future learning.

Setting details

Unique reference number	EY419297
Local authority	Southend on Sea
Inspection number	851993
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	8 September 2011
Telephone number	

The childminder was registered in 2010 and lives in Southend-on-Sea, Essex. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder holds a level 5 qualification in childcare.

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