

Childminder Report

Inspection date

19 January 2016

Previous inspection date

20 May 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
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 failed to notify Ofsted of a significant injury to a child in her care. This is breach of the requirements.
- The childminder does not have a secure understanding of the requirement to complete a progress check for children between the ages of two and three years.
- Arrangements for supervision are not yet robust enough to continually monitor and develop the quality of the assistant's practice.
- Strategies to engage parents in their children learning are not yet fully effective.
- Systems for self-evaluation are not robust enough to identify and address weaknesses in practice and to raise the quality of the provision to a consistently high level.

It has the following strengths

- The childminder provides a welcoming environment. She interacts warmly with children at all times and they form strong attachments with her. Children demonstrate by their interactions that they feel emotionally secure in the care of the childminder and her assistant.
- Children's self-care skills are effectively promoted. They know to wash their hands before mealtimes and after using the toilet. The childminder sensitively helps children to develop confidence to attend to their toileting needs themselves. This helps children to be prepared for the eventual move on to school.
- The childminder places an emphasis on building relationships with children and their families. Effective settling-in procedures help children to leave their parents with ease.
- The childminder focuses on children's interests and preferences. Children play in a well-resourced and organised indoor play space and make choices in their learning.

What the setting needs to do to improve further

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

Due Date

- improve knowledge and understanding of the progress check carried out for children between the ages of two and three years, and implement the check effectively, sharing relevant information with parents and professionals. 28/01/2016

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

- improve systems to continuously monitor, support and identify training opportunities for the assistant to develop their practice
- develop further strategies to encourage parents to share what their children can do at home
- use self-evaluation to reflect on legal requirements and to make prompt improvements in the quality of the provision.

Inspection activities

- The inspector looked at those parts of the childminder's home used for the care of children.
- The inspector observed teaching activities in the indoor and outdoor play space and the impact on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector looked at a sample of procedures and children's records, and reviewed the childminder's self-evaluation form.
- The inspector spoke with the childminder, her assistant and the children at appropriate times during the inspection.
- The inspector took account of the views of parents provided by the childminder in the form of questionnaires and cards.

Inspector

Rupinder Phullar

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder has not thoroughly reviewed the way she implements the requirements of the Early Years Foundation Stage to ensure that these are consistently met. She has failed to notify Ofsted of a significant injury to a child in her care. However, she informed parents and took appropriate action to reduce the risk of further incidences. The arrangements for safeguarding are effective. The childminder and her assistant are knowledgeable about procedures to follow to protect children from harm. The childminder is well qualified and attends training to develop her knowledge and skills. This has a positive impact on children's learning. However, effective systems for monitoring and supporting her staff are not embedded. She has not yet discussed the training and development needs of her assistant to improve her teaching practice.

Quality of teaching, learning and assessment requires improvement

The childminder has not effectively completed the progress check for children between the ages of two and three years. Therefore, gaps in children's learning and development are not effectively shared with parents and professionals. Strategies to encourage parents to share what their child is learning at home are also not yet successful. Parents are not always provided with an accurate picture of their child's progress. They are, therefore, not aware of the support children need to achieve their full potential. The childminder and her assistant observe children as they play. They use this information to plan appropriate activities to engage children in their learning. The childminder uses her teaching skills well. Children learn to develop thinking skills and confidence as they share their ideas with others. They recognise colours, count and compare sizes. Children recall events that happen at home, and take part in meaningful discussions with the adults. They enjoy singing and listening to stories with the childminder. This helps to successfully develop their communication and language skills. Systems are in place to share children's next steps with other early years settings to complement children learning, when the time comes.

Personal development, behaviour and welfare require improvement

Children's personal development has not been fully promoted as the childminder has not effectively implemented the required progress checks. Children are happy in the childminder's home. They make choices in their play. They have access to resources that reflect the world beyond their communities and visit local community groups. They learn how to adapt their behaviour, play with other children, share resources and take turns. Children enjoy healthy and nutritious home-made meals and learn about the benefits of eating healthily. They have opportunities to play in the childminder's garden and to access large play equipment in local playgrounds.

Outcomes for children require improvement

Children make steady rather than good progress from their starting points. They confidently make choices in their play and learning and show an eagerness to learn. Children are acquiring the key skills to prepare them for the next stage of their learning and for school.

Setting details

Unique reference number	EY356956
Local authority	Waltham Forest
Inspection number	1024436
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	20 May 2011
Telephone number	

The childminder was registered in 2007. She lives in Highams Park in the London borough of Waltham Forest. She operates all year round from 7am to 6pm, Monday to Friday, including bank holidays. The childminder receives funding for early years education for two-, three- and four- year-old children. She has an appropriate level 3 qualification. The childminder works with an assistant.

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