

Childminder Report

Inspection date

10 February 2016

Previous inspection date

22 March 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 does not have a secure knowledge and understanding of the Early Years Foundation Stage requirements, and is in breach of these. She has not completed the required progress check for children between the ages of two and three years to identify and address any specific learning needs they may have.
- The childminder does not have a written statement of child protection procedures, which is a breach of the Childcare Register.
- The childminder does not always provide suitable support and activities that successfully meet younger children's learning needs to help them make the best possible progress.
- Self-evaluation is not fully effective to help the childminder identify weaknesses and target improvements to her practice and provision. She does not include the views of parents or children in her evaluation process.

It has the following strengths

- The childminder works in partnership with other settings to provide a consistent approach to supporting older children's development.
- The childminder has secure relationships with children. She has a good understanding of their individual care needs, which helps to promote their health and well-being.
- Children explore the available toys and resources independently. The childminder is aware of children's interests and provides some resources to support these.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> develop a secure understanding of the requirement to complete progress checks for children aged between two and three years old to help identify and address any specific learning needs they may have at this stage in their development 	10/04/2016
<ul style="list-style-type: none"> implement and keep a written statement of procedures to be followed for the protection of children. 	10/03/2016

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

- develop activities and support to consistently involve and engage all children in purposeful learning experiences, particularly younger children
- use self-evaluation effectively to help identify gaps in professional development, and seek the views of parents and children to help target improvements tailored to children's needs.

Inspection activities

- The inspector observed activities indoors.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector viewed relevant documentation, including children's records and evidence of the childminder's suitability.
- The inspector viewed written documentation from parents to gain their feedback.

Inspector

Hannah Barter

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder has recently completed safeguarding and paediatric first aid training to keep her knowledge up to date. She completes daily checks to ensure her home is safe. The childminder promotes children's safety well. For example, children practise regular fire drills and talk about how to keep themselves safe in an emergency. The childminder has made some improvements since her last inspection. For example, she plans some activities to support children's next steps in learning. However, the childminder does not always reflect on her practice effectively to ensure she is meeting all requirements. For example, she lacks understanding of the requirement to complete progress checks for two-year-old children to promptly identify and address any gaps in their learning and development at this important stage.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. The childminder confidently supports older children's development and at times extends their learning further. For example, she asked children to sort building blocks into colours and estimate how many more they would need to make a certain number. However, she does not always adapt activities or provide opportunities for younger children to be involved in purposeful learning. The childminder promotes children's literacy and communication skills. For example, she supported older children to complete rhyming sentences when reading. The childminder gains information from parents when children first start to establish what they can do already. She shares information about children's learning experiences with parents and involves them in their children's learning. The childminder completes adequate observations of children's achievements and checks that the activities she offers cover all areas of learning.

Personal development, behaviour and welfare require improvement

Children happily include the childminder in their play. However, the childminder does not always provide effective support, particularly for the youngest children, to extend their play experiences further. Children have regular opportunities to explore the outdoor environment. They develop their large physical skills. For example, the childminder takes children to parks and soft play centres. Children behave appropriately for their age and develop their social skills. For example, the childminder suggests children use a sand timer to help share resources fairly.

Outcomes for children require improvement

Children make progress from their starting points. They learn to communicate effectively and develop their social skills, which helps children develop some of the skills ready for their move to school. Younger children do not always take part in purposeful activities that engage them effectively in learning to help them make good progress.

Setting details

Unique reference number	507239
Local authority	Surrey
Inspection number	836898
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	22 March 2011
Telephone number	

The childminder registered in 1992 and lives in Dorking, Surrey. The childminder operates Monday to Thursday from 8am until 6pm, and on Friday until 12 noon.

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