

Childminder Report

Inspection date

25 February 2016

Previous inspection date

10 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 consistently update her professional knowledge to improve the quality of her teaching and provision. Outcomes for children are not good enough.
- The childminder is not confident in planning challenging next steps for children's learning to help them make consistent progress. She does not monitor the educational programmes efficiently to identify and close gaps in children's learning.
- The childminder does not take every opportunity to build strong partnerships with parents. She does not always obtain detailed information on children's early achievements at home, to support their future learning and her ongoing assessments.
- The childminder does not evaluate her provision effectively to identify key weaknesses and the effects of these on children's care and learning. She has not successfully acted upon her previous recommendation to drive improvement.

It has the following strengths

- Children are happy, safe and secure. They settle in well and develop strong bonds with the childminder.
- The childminder interacts well with children and supports them to develop independence. Children explore sensory activities and enjoy trying out new ideas.
- Children behave well and learn to take turns and share, respecting one another.

What the setting needs to do to improve further

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

	Due Date
■ ensure that continuous professional development is undertaken to update knowledge and improve the quality of teaching and outcomes for children	25/03/2016
■ improve assessment procedures to identify and close gaps in children's learning and provide timely support; and use the information gained from parents about what their children already know and can do to support children's continued progress.	25/03/2016

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

- develop effective partnerships with parents to help provide consistency in children's learning experiences and build links between the home and the setting to fully support learning at home
- plan challenging next steps for children's learning to help them make rapid progress in all areas of their development
- extend self-evaluation processes to monitor the quality of the provision and target improvements more effectively to improve outcomes for children.

Inspection activities

- The inspector observed the children's learning and the childminder's teaching during a range of activities.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector looked at a sample of documentation, including the childminder's policies and the children's learning records.
- The inspector checked evidence relating to the childminder's suitability to work with children, and reviewed parents' written feedback made available during the inspection.

Inspector

Shana Laffy

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder understands her responsibility to protect children and knows the correct procedures to follow to report any concerns about a child in her care. The childminder undertakes some relevant training. However, she does not consistently keep her skills and knowledge up to date to ensure she is familiar with how to meet all the legal requirements. The childminder is in the initial stages of building partnerships with parents. However, she does not always find out from parents what children know and can do before they begin their placement, to help her identify their starting points accurately. Although the childminder has basic awareness of the education programmes, she does not always monitor them closely enough to ensure any gaps in children's learning are identified and closed quickly. The childminder evaluates some aspects of her practice, although she has not identified and addressed all weaknesses effectively to drive continuous improvement.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Overall, the children gain some clear communication skills. For example, they enjoy watching themselves sing rhymes on video and join in. However, the childminder does not always use effective strategies to promote children's learning where gaps are identified. Children take part in some suitable activities to build their understanding of the world. For example, they enjoy exploring sea creatures in water play and visiting the zoo. The childminder records some of children's learning experiences, but she does not always share these effectively with parents. Although the childminder makes observations of children's learning, she does not use this information consistently to plan challenging next steps for their future learning.

Personal development, behaviour and welfare require improvement

Children develop secure attachments to the childminder and enjoy their time at the setting. However, the childminder does not seek as much information from parents as she can to build strong links from the home to the setting. Children successfully develop their physical and emotional well-being. For example, they learn to develop good hygiene practices and eat a range of healthy snacks and foods. Children play safely and gain awareness of their personal safety. For example, the childminder ensures her home is safe and teaches children to be aware of the dangers of roads and cars.

Outcomes for children require improvement

Overall, children make steady progress. However, they are not always challenged effectively in their learning to reach goals rapidly. Children develop independence skills as they learn to try things for themselves. They enjoy exploring the outside world, developing their social skills, which helps to prepare them for future learning.

Setting details

Unique reference number	102144
Local authority	Camden
Inspection number	839159
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 1
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	10 March 2011
Telephone number	

The childminder registered in 2000. She lives in the London Borough of Camden. She operates Mondays to Thursdays, 8am until 6pm, all year round.

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