

Childminder Report

Inspection date

21 March 2016

Previous inspection date

20 October 2010

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 children's progress are not precise enough. She does not accurately identify their next steps. At times, the childminder does not provide children with enough challenge to ensure that they all, including those learning English as an additional language, consistently make good progress.
- The childminder does not consistently plan experiences to extend what children already know and can do.
- The childminder does not gain enough information from parents about children's skills and abilities when they first start, to support children's learning right from the start.
- The childminder and her co-childminder reflect on their teaching practice regularly but self-evaluation is not yet rigorous enough to identify weaknesses accurately and to ensure they make ongoing improvements.
- The childminder does not make the best use of opportunities to promote children's early writing skills.

It has the following strengths

- Children eat healthy meals and develop good hygienic practices.
- Children form positive relationships with the childminder. They engage in some interesting activities, including outings and visits to the local community.
- The childminder helps children develop good social skills. They regularly mix with other children. They learn to respect others and behave well.

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 observation and assessment of children's progress is accurate and precise, and used to identify effective next steps in learning, to fully challenge children to achieve consistently good progress across all areas of learning	25/05/2016
■ plan activities that build on what children know and can do.	25/05/2016

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

- seek more detailed information from parents about children's learning and development when children first start, to support their learning from the outset
- develop self-evaluation to improve the quality of provision and outcomes for children
- provide children with greater opportunities to develop their early writing skills.

Inspection activities

- The inspector checked the areas used for childminding.
- The inspector examined a sample of policies, children's records and other documents.
- The inspector observed the childminder and children during play.
- The inspector read feedback from parents and spoke to children to gain their views.
- The inspector discussed the childminder's self-evaluation process.

Inspector

Alison Southard

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder does not ensure that she reflects on her practice effectively to identify all areas for improvement, particularly regarding children's learning and development. For example, she does not monitor children's progress accurately, to help them make consistently good progress in all areas of their learning. The childminder attends regular training and shares ideas with other providers to keep up to date with changes in legislation to support her professional development. Safeguarding is effective. The childminder knows the procedures to follow if she has concerns for a child's welfare. Parents speak highly of the good relationships they have with the childminder and her co-minder and the care their children receive.

Quality of teaching, learning and assessment requires improvement

The childminder supports children in their play and shows an interest in what they are doing and saying. She engages children well in conversations and repeats words to promote their communication skills. The childminder observes children but does not effectively use what she learns to assess their development precisely and identify clear next steps in their learning. This means she is unable to provide challenging activities consistently that build on what children already know and can do. Nonetheless, the childminder speaks generally about children's progress and shares this with parents to involve them in their children's learning. The childminder forms positive relationships with other settings children attend and shares information to provide consistency for children.

Personal development, behaviour and welfare require improvement

The childminder offers settling-in visits for children; they settle well. She holds discussions with parents when children first start but she does not gain enough information about children's skills and abilities, in order to plan effectively for their learning from the outset. Children learn how to keep themselves safe. For instance, older children discuss how they must be careful with the china plates at lunchtime. The childminder supports children's physical well-being effectively. For example, she provides children with lots of time for outdoor play and visits to local parks and play areas.

Outcomes for children require improvement

Overall, children are motivated to learn and make steady progress. They develop confidence and good levels of self-esteem. For example, children are proud of their achievements as they put on their coats and shoes. Children enjoy looking at books independently and with the childminder. However, there are few opportunities for them to develop their early writing skills. Children learn about diversity and the world around them. Overall, they develop appropriate skills in readiness for their move to school.

Setting details

Unique reference number	EY278605
Local authority	Surrey
Inspection number	833499
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	20 October 2010
Telephone number	

The childminder registered in 2004. She works with her husband, who is her co-childminder, in Weybridge, Surrey. The childminder works from 7.45am until 6.30pm for most of the year. The childminder has a relevant qualification at level 3. The childminder receives funding for free early education for children aged three and four years.

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