

# Childminder Report

**Inspection date**

17 March 2016

Previous inspection date

23 May 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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 quality of teaching is not strong enough. The childminder and her assistant do not always plan or adapt activities effectively for younger children. This results in them needing adult help rather than being creative and independent learners.
- The childminder does not use her observations of children's learning effectively. She does not have an accurate view of children's levels of development when they start and does not monitor their progress sharply enough. This means she is unable to accurately identify any gaps in children's development or plan appropriately for their next steps in learning.
- Partnerships with parents are not good enough. The childminder does not share information about children's learning or encourage parents to support their learning at home.
- The childminder does not use self-evaluation effectively to help improve her practice.

### **It has the following strengths**

- The childminder and her assistant build sound bonds with children and interact with them in a caring and positive way. Children are happy and settled in the childminder's home.
- Children learn to lead healthy lifestyles. The childminder provides well balanced and nutritious meals and snacks. Children begin to understand the importance of good hygiene, such as washing their hands before eating.
- The childminder and her assistant are good role models. They promote positive behaviour and values, such as taking turns with toys and using good manners. Children receive lots of praise and encouragement which develops their self-esteem and confidence 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
<ul style="list-style-type: none"> <li>raise the quality of teaching to ensure activities and experiences promote creativity and are planned and delivered effectively based on the age and stage of children taking part</li> </ul>	28/04/2016
<ul style="list-style-type: none"> <li>improve assessment arrangements to accurately identify children's starting points and monitor their ongoing progress and plan learning experiences tailored to children's individual needs so that they make consistently good progress.</li> </ul>	28/04/2016

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

- strengthen the systems for sharing information with parents about children's learning and development and explore ways to create greater involvement of parents in their children's learning
- develop the self-evaluation process and plan and target improvements in a timely manner.

### Inspection activities

- The inspector observed children's play in the childminder's house.
- The inspector looked at a selection of policies and children's records.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector spoke to the childminder and her assistant at appropriate times throughout the inspection.

### Inspector

Trisha Turney

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The childminder is well qualified. She attends training and supports her assistant to develop her practice. However, she does not use her knowledge and skills to ensure children are supported to make the best progress they can. The childminder has completed some evaluation of her provision. She is also supported by local authority advisors to identify areas for development. However, although weaknesses have been identified, the childminder has not put plans in place to address them or ensure that all statutory requirements are met. Safeguarding is effective. The childminder and her assistant have a sound knowledge of how to keep children safe. They are aware of the procedures to follow if they have concerns about children's welfare.

### **Quality of teaching, learning and assessment requires improvement**

The quality of teaching is variable. The childminder does not fully establish what children know and can do when they join her. She makes some observations of children's learning. However, she does not use these observations to plan clear next steps in children's learning to ensure they make good progress. She does not monitor children's progress sharply enough. This means she is not able to clearly identify any gaps in their learning and development. The childminder and her assistant do not always plan activities that are tailored to children's age and stage of development. For example, the childminder plans an activity to make hats, but the resources provided are too difficult for toddlers to manage and children are overly directed by adults. This means children's creativity is limited at times. Some suitable teaching strategies are used. For example, the childminder enthusiastically joins children to sing and move to action songs. This helps children develop their physical and communication skills.

### **Personal development, behaviour and welfare require improvement**

The childminder and her assistant are enthusiastic and caring. They support children to develop positive relationships and to behave well. They remind children to share toys and resources. Children are developing some independence skills. They help to lay the table for mealtimes and tidy away toys at the end of the session. Children learn to be polite. The childminder consistently models and reminds children to say please and thank you. The childminder provides parents with daily information about children's care. However, she does not always provide parents with enough information about children's learning and development, or how they can further support their children's learning at home. As a result, a shared approach to supporting children's progress is not fully established. Children are given plenty of opportunities for fresh air and exercise in the childminder's garden or on local outings.

### **Outcomes for children require improvement**

Children are relaxed, happy and confident, and they enjoy their time with the childminder. Children develop a range of basic skills to help prepare them for the next stage of their education at nursery or school. They develop self-care and social skills well. However, the childminder does not assess children's progress or plan for their learning accurately enough to help children make good progress in their overall learning and development.

## Setting details

<b>Unique reference number</b>	EY411250
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	1024448
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 7
<b>Total number of places</b>	12
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23 May 2011
<b>Telephone number</b>	

The childminder was registered in 2010 and lives in Leyton, London. She operates all year round excluding bank holidays and family holidays. Sessions are from 8am to 6pm, Monday to Friday, except for Wednesdays when the session runs from 3pm to 6pm. The childminder holds an appropriate qualification at level 3. The childminder works with an assistant.

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