

Childminder Report

Inspection date

14 March 2016

Previous inspection date

14 March 2012

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:

- Children do not make the best possible progress. The childminder does not consistently plan and provide activities that engage children in suitably challenging and motivating experiences to help them achieve good progress in their learning.
- The childminder does not use the systems to enhance the professional development of herself and her assistant well enough, in order to improve the quality of teaching.
- The childminder does not evaluate the quality of her provision well enough. She has not clearly identified where improvements are needed and how she is going to raise the overall quality of teaching.

It has the following strengths

- The childminder and her assistant are kind, caring and friendly. They get to know children well. Children form close bonds with them and are happy to attend. They demonstrate that they feel safe and secure.
- Children have opportunities to learn about respect and tolerance for others. The childminder makes use of a range of resources, activities and the local community to support children's understanding of the wider world.
- The childminder finds out about children's home lives, cultures, religions and languages. These are celebrated and promoted within the setting.
- Partnerships with parents, other providers and professionals are established. Information about children's care needs is particularly well shared. This helps to promote continuity between all of the different settings children attend.
- The childminder makes use of suitable documentation, policies and procedures to promote children's safety and welfare.

What the setting needs to do to improve further

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

Due Date

- consider the individual needs, interest and stage of development of each child, and plan and provide activities that engage them in suitably challenging and motivating experiences that promote good progress in their learning. 01/06/2016

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

- extend the programme of professional development for all those working with children to focus more precisely on improving teaching skills
- review carefully the quality of activities planned and teaching methods used, identify where improvements can be made and take appropriate steps to raise the standard of teaching to improve learning outcomes for children.

Inspection activities

- The inspector observed teaching practice and conducted a joint observation with the childminder.
- The inspector viewed the areas used for childminding and held discussions with the childminder and her assistant.
- The inspector looked at the documents available, including children's learning records, the policies and procedures.
- The inspector checked evidence of the suitability and qualifications of the childminder and her assistant.
- The inspector discussed with the childminder her methods for self-evaluation.
- The inspector sought parents' views from written comments available.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder evaluates the setting and aspires to maintain good standards. However, she does not yet use self-evaluation effectively enough. She does not look closely at the quality of activities planned and teaching practice within the setting, in order to raise the standard to a good level. The childminder and her assistant are experienced. The childminder seeks further training, advice and support for herself and her assistant. However, she is yet to use these opportunities to help improve their teaching practice and promote children's learning and development well enough. The arrangements for safeguarding are effective. The childminder and her assistant understand what to do if they have any concerns about a child. This helps to protect children from harm.

Quality of teaching, learning and assessment requires improvement

The childminder has a basic overview of children's overall progress. She observes and assesses children's development and generally identifies the next steps in their learning. The childminder and her assistant sit alongside children to join in their play. They use simple questions as one way to help build on children's early language skills. However, the childminder does not consistently plan and provide activities that suitably challenge and inspire children to learn. For example, some planned activities are too difficult for younger children or do not capture their interest, so they are not always keen to take part. Furthermore, sometimes when younger children try to use the equipment for specific activities in different ways the childminder prevents this or moves them on to something else.

Personal development, behaviour and welfare require improvement

The environment is welcoming and bright. A range of resources are available for the children to use. However, due to weaknesses within the quality of teaching children are not always motivated or interested to take part in a broad range of activities. Nevertheless, children's physical well-being is promoted effectively in many ways. Children learn about being healthy and keeping themselves safe. Children enjoy spending time outside in the fresh air. They have access to low-level climbing equipment and wheeled vehicles to strengthen their physical skills. Children learn about possible hazards within the environment and how to overcome these. They demonstrate their understanding as they say, be careful before using climbing equipment.

Outcomes for children require improvement

Generally, children acquire some of the basic skills they need to be ready for school. Children behave well. They begin to listen to instructions and participate in the routines of the setting. Children's communication and language skills are well promoted. Children think and respond to questioning. They begin to express themselves clearly. Children develop confidence and independence. They make choices about what they do and begin to manage their own care needs. However, outcomes for children are not yet good enough. Children are not consistently supported well enough to become keen, inquisitive and highly successful learners in readiness for the changes ahead.

Setting details

Unique reference number	160059
Local authority	Enfield
Inspection number	1024467
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	12
Number of children on roll	2
Name of provider	
Date of previous inspection	14 March 2012
Telephone number	

The childminder was registered in 2001 and lives in the Edmonton area of London. She operates all year around, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She works with an assistant.

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