

# Childminder Report

**Inspection date**

15 April 2016

Previous inspection date

7 April 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 childminder does not ensure that she provides daily outdoor play opportunities for children.
- Partnerships with parents are not fully effective to help support children's well-being and learning.
- The childminder does not regularly share information about children's learning and development with other settings that children attend.
- The childminder has not made effective use of her self-evaluation to identify weaknesses in her practice.

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

- The childminder supports children's mathematical development well. For example, she counts with children and talks to them about colours as they play.
- Children form close relationships with the childminder and are settled and happy in her care. For example, they happily share toys with her and go to her for comfort.
- The childminder tracks children's learning well and identifies next steps to support their ongoing development. Children make steady progress in their learning and development.

## 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 outdoor play and learning activities take place daily, apart from when it is unsafe to do so. 25/04/2016

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

- develop effective partnerships with parents to support children's learning and development
- strengthen the relationships with other settings that children attend to support continuity in their learning
- develop the use of self-evaluation to clearly identify weaknesses in practice and plan how these can be improved.

## Inspection activities

- The inspector observed the quality of teaching.
- The inspector carried out a joint observation with the childminder.
- The inspector viewed children's learning records and discussed their progress with the childminder.
- The inspector read the childminder's self-evaluation and her written policies and procedures.
- The inspector gained the views of parents through looking at the childminder's questionnaires.

### Inspector

Sarah Taylor-Smith

## Inspection findings

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

The childminder has not evaluated all areas of her practice thoroughly and has not identified all the weaknesses. She has not been providing daily outdoor play and this is a breach of the Early Years Foundation Stage requirements. The childminder has not established effective relationships with other settings that children attend to share learning information regularly that supports children's continuity of learning. Safeguarding is effective. The childminder knows the child protection procedures to follow if she has concerns about a child. The childminder understands how to keep children safe. For instance, she regularly checks her home for any hazards that could cause children harm. She has developed some areas of her practice. For example, she has extended the range of messy play activities that she offers children.

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

The childminder has begun to develop partnerships with parents; however, these do not support children's learning and well-being effectively. For example, parents are not always aware of their children's next steps in learning to encourage their development at home. The childminder helps children to explore age-appropriate technology well. For example, she shows them how to turn the toys on and off and how to play with them. The childminder supports children to develop their thinking and creative skills. For instance, she encourages young children to think of different ways to use resources, such as rolling the stacking cups. The qualified childminder gains information to improve her teaching practice from different sources, such as training or reading relevant literature.

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

Children are not supported to play outside, even when they show a strong interest to do so. For instance, the childminder does not routinely plan outside play experiences to support children's physical well-being and overall development. The childminder gives children positive social experiences. For example, she ensures that children have time playing with other children, and helps them learn to play well together. Children are becoming independent relative to their age. For instance, young children get their shoes when the childminder asks where they are. Children behave well. For example, the childminder positively supports children with warm praise and encouragement.

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

Overall, children make steady progress from their starting points and develop at age-appropriate levels. They show positive attitudes to learning and are confident to persevere as they complete tasks. Children learn good communication and literacy skills. For example, they share stories and listen to what the childminder says as they play. Overall, children are prepared for their next stage of learning at pre-school or school.

## Setting details

<b>Unique reference number</b>	EY418050
<b>Local authority</b>	Kent
<b>Inspection number</b>	832479
<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>	1 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	7 April 2011
<b>Telephone number</b>	

The childminder registered in 2010 and lives in New Ash Green, Kent. She operates her service from 7am to 6pm, Tuesday to Friday, term time only. The childminder has a relevant level 3 childcare qualification. She receives funding to provide free early education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

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