

Childminder Report

Inspection date

17 March 2016

Previous inspection date

8 September 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
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 use her observations and assessments of children's development to plan for their next steps effectively. Where gaps in children's learning are identified, planning and monitoring are not rigorous enough or sufficiently focused to ensure that children are helped to catch up.
- The childminder does not develop strong enough partnerships with parents and with other settings that children attend. She does not share information about children's learning and development effectively to ensure that children are helped to make the best possible progress.
- At times, the childminder and her assistants complete tasks for children, which does not promote their independence skills fully.
- Self-evaluation is not rigorous enough to identify weaknesses and strengths in the childminder's practice, in order to set clear targets to drive improvement.

It has the following strengths

- Children demonstrate that they feel happy and confident in the childminder's home. The childminder and her assistants develop secure relationships with children, which supports their emotional well-being sufficiently.
- Children behave well and learn cooperative play routines; for instance, how to take turns and share toys and resources, and to value and respect the needs of their friends.

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"> ■ improve the use of observations and assessments of children's progress to plan learning opportunities more precisely and ensure that, where gaps in children's development are identified, action is taken to close these more swiftly, and is monitored closely, to ensure children's good progress 	30/04/2016
<ul style="list-style-type: none"> ■ improve partnership working with parents and other settings that children attend, to share detailed information about children's key achievements and their next steps so that children receive continuity in their learning and care. 	30/04/2016

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

- review opportunities for children to be more independent in activities, to stimulate their own learning and support them in developing skills that prepare them for their next stage in learning
- implement a rigorous system of self-evaluation to ensure that any identified weaknesses are tackled effectively to guide further improvements.

Inspection activities

- The inspector spoke to children, the childminder and her assistants at appropriate times during the inspection.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector and the childminder completed a joint observation.
- The inspector took account of the written views of parents, provided on the day of the inspection.
- The inspector checked evidence of the suitability of the childminder and her assistants, looked at a selection of children's records and safeguarding procedures, and discussed the childminder's self-evaluation process.

Inspector

Tara Naylor

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder and her assistants complete regular training to keep their knowledge and skills up to date. They know what action to take if they have concerns about the welfare of a child. Since the last inspection, the childminder has not improved upon her use of observations to plan for children's learning effectively. This means that, while she uses her monitoring to identify gaps in children's learning, she does not match her planning precisely to children's next steps or check their progress to ensure they are not falling behind. Furthermore, the childminder has not implemented effective information sharing with other settings that children attend. This limits opportunities for the childminder to complement older children's learning. The childminder checks the quality of her provision and her assistants' practice regularly. She completes self-evaluation and gains the views of parents and children. However, weaknesses are not identified or addressed overall, to ensure continual improvements.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is not consistently good. The childminder gains information about children's starting points from parents, to provide consistency in care for younger children. However, while she has established good relationships with parents, she does not always share children's learning effectively to ensure that parents can support their children's learning at home. The childminder makes regular observations of children's learning; however, she does not use this information to plan precisely for their next steps. As a result, older children are not always provided with suitable learning activities that ensure they make good progress in all aspects of their learning. The childminder interacts with children well, and generally promotes younger children's speaking and listening skills well. She models new words and encourages children to be confident communicators.

Personal development, behaviour and welfare require improvement

Children demonstrate that they feel happy and secure in the childminder's home. They take part in activities that motivate their play. For example, children enjoy using the play equipment to develop their physical skills. Older children are able to attend to their personal needs independently. However, at times, the childminder and her assistants complete tasks for children and do not consider how to promote children's independent skills effectively in preparation for the next stage in learning, such as going to school.

Outcomes for children require improvement

Not all children make good progress in their learning and development. Older children gain basic skills in counting and some early reading skills that prepare them for their move to school.

Setting details

Unique reference number	122340
Local authority	Surrey
Inspection number	825283
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	18
Number of children on roll	21
Name of provider	
Date of previous inspection	8 September 2010
Telephone number	

The childminder registered in 1990 and lives in Banstead, Surrey. She operates Monday to Friday, from 7.30am to 6pm, for most of the year. The childminder works with two assistants, who both hold early years qualifications at level 3. The childminder receives funding for the provision of free education for children aged two, three and four years.

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