

Childminder Report

Inspection date	17 May 2016
Previous inspection date	22 January 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not met	
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 obtain sufficient information from parents about children's learning and development before she starts caring for them.
- The childminder has not yet fully implemented systems to monitor children's progress and plan successfully for the next steps in their learning.
- Space is not utilised well enough to maximise children's choices and enable the younger children to develop their independence.

It has the following strengths

- The external support provided by the local authority, combined with the childminder's commitment to improve her knowledge of the Early Years Foundation Stage requirements, reflect positively in the quality of the care and education she offers.
- The childminder interacts skilfully with the children; she promotes their communication and language skills well. Children are confident communicators and clearly make their needs known.
- The childminder works closely with the local school, sharing relevant information to support children's individual needs.
- Parents report they are very well supported by the childminder who keeps them up to date on daily basis, about their child's development and wellbeing.

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 planning and assessment process to ensure information is gathered from parents about children's prior learning; use this information to check children's progress and plan for their individual needs 	29/07/2016
<ul style="list-style-type: none"> improve the organisation of the children's play area in order to extend children's choices and enable greater independence for the younger children. 	29/07/2016

Inspection activities

- The inspector discussed with the childminder the progress she has made since her last inspection and her plans for ongoing improvement.
- The inspector observed the children taking part in a range of activities and talked to them about what they liked doing.
- The inspector spoke to two parents and took account of their views.
- The inspector looked at some of the childminder's policies and procedures and talked to the childminder about how she implemented these in her practice.
- The inspector discussed the risk assessments in place with the childminder and looked at how she ensures children's safety

Inspector

Elizabeth Mackey

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder has improved her knowledge of the safeguarding and welfare requirements. She has taken positive action to improve her setting since the last inspection. Systems to monitor the progress children make in their learning are not yet fully embedded. A lack of prior information from parents about children's learning means that the childminder cannot identify whether children are making expected progress according to their age, ability and starting points. Furthermore, she is unable to accurately target planning to help children make better progress. The arrangements for safeguarding are effective. The childminder recently updated her safeguarding training and has clear policies and procedures in place. She works in close partnership with parents and with the school. This helps to provide consistency in children's care and learning. Parents report that they welcome the childminder's support.

Quality of teaching, learning and assessment requires improvement

Overall, the childminder provides children with a range of experiences that help them to gain the skills needed for the next stage in their learning. The childminder interacts positively with the children and promotes their communication well. For example, she shares a favourite book with young children and responds with enthusiasm to their babbling, which affirms their communication. The childminder provides opportunities for children to develop their understanding of the world. For example, she initiates discussions about healthy eating, which prompts children to recall their own experiences about food they have eaten from different countries. The childminder also supports children's social and communication skills well. For example, they sit together after school to share their daily news and learn to listen to one another respectfully. Children debate subjects and vote to decide which film they are going to watch. Children have a 'can do' attitude; they explain that if they come across a problem they find a way to fix it.

Personal development, behaviour and welfare require improvement

The childminder has built up good relationships with the children. She obtains information about their likes, dislikes and routines and meets their care needs effectively. Children are happy and settled in the childminder's care. The childminder interacts with them warmly, promoting their emotional well-being and a sense of security. Children enjoy a wide range of activities that help to promote their physical development, including daily outings to the park. At times, when all the children are together, the opportunities for the younger children to develop independence in their physical development are limited due to the poor organisation of space and equipment. Children enjoy healthy meals and the childminder initiates activities around healthy eating, which help children to learn about the importance of eating a balanced diet.

Outcomes for children require improvement

Children are making satisfactory progress. They are familiar with the routines in place and they confidently make their needs known. Children show a sense of belonging in the setting and they take pride in helping the childminder with routine tasks. Children behave very well. They develop positive relationships and treat one another with respect.

Setting details

Unique reference number	EY286025
Local authority	Kent
Inspection number	1041939
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	22 January 2016
Telephone number	

The childminder was registered in 2004. She lives with her three school-aged children in a residential area of Greenhithe in Kent. The ground floor of the home is used for childminding. A garden is available for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She has a level 3 childcare qualification.

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