

Childminder Report

Inspection date

24 May 2016

Previous inspection date

2 August 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
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 have an effective system to observe and assess children's individual learning. She does not always have a clear picture of how children are developing to help them make good progress.
- The childminder does not always adapt activities, resources and experiences to keep all children interested, engaged and sufficiently challenged in their learning.
- The quality of teaching for younger children's communication and language development is not consistently good.
- The childminder misses opportunities to support children's independence through regular tasks and hygiene routines.
- The childminder's evaluation is not effective enough in identifying priorities for improvement.

It has the following strengths

- The childminder is kind, calm and gentle to children. For example, she interacts positively with them and offers reassurance to support their emotional well-being.
- Children are safe and secure. For example, the childminder carries out daily checks and risk assessments of the premises and outings to help keep children safe.
- The childminder builds positive relationships with parents and other professionals to support children's care needs. Parents appreciate the varied and fun outings the childminder organises.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ plan the educational programmes carefully to ensure that children receive activities and experiences which accurately meet their learning needs	15/07/2016
■ develop systems of observation and assessment to help identify children's individual next steps in learning.	15/07/2016

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

- focus more precisely on supporting younger children to develop their communication and language skills
- help children to develop further their independence and skills in managing tasks for themselves
- develop the self-evaluation process to identify and target all areas for improvement, including promoting professional development, to further raise standards and outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector read written feedback from parents.
- The inspector checked documents relating to the suitability and qualifications of the childminder, and sampled documentation including safeguarding procedures and children's progress.
- The inspector read the childminder's self-evaluation document and examined how she evaluates her provision and makes improvements.

Inspector

Marisol Hernandez-Garn

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder has attended relevant safeguarding training to enhance her knowledge and skills further. She is confident about what to do should she have any concerns about a child's welfare. The childminder has started to evaluate her provision, although this is not thorough enough to target all areas for improvement. For example, she has not implemented effective systems to assess and monitor children's progress as required, to ensure she can identify all gaps in their learning quickly. The childminder recognises that she has not kept herself up to date with changes in guidance and legislation, such as tracking children's progress. Nonetheless, the childminder shows a positive attitude to raising standards to ensure good outcomes for children.

Quality of teaching, learning and assessment requires improvement

The childminder has suitable toys and resources to support children's all-round learning. Some children are confident to share their ideas. However, this is less successful with younger children, including those who speak English as an additional language. The childminder has not implemented successful strategies to extend all children's communication and language skills effectively, even though she has identified this as a learning priority. Children enjoy playing in the role-play area. However, they are not always highly motivated because the planned activities are not focused and challenging enough. This is because the childminder does not have a clear picture of what children know and can do. For instance, she provides a selection of construction toys to encourage children's building skills. However, some children quickly lose interest, because the activity is mundane and lacks challenge. This limits children's progress in their learning. Nonetheless, children have fun doing arts and crafts activities.

Personal development, behaviour and welfare require improvement

The childminder suitably supports children's healthy lifestyles. For example, she organises outings to various playgroups to support their physical skills. Children enjoy fresh fruits and nutritious homemade meals. The childminder is a positive role model. However, she sometimes misses opportunities to support children's independence during daily tasks and hygiene routines. The childminder teaches children to respect different cultures and beliefs. For example, they celebrate various festivals and talk about objects around the world. The childminder teaches children to share and take turns, and she addresses minor disputes to help them behave appropriately. However, on some occasions, this is not always effective because children become bored and restless.

Outcomes for children require improvement

Generally, children are happy and settled. They develop some appropriate skills for their future learning and eventual move to school.

Setting details

Unique reference number	EY359470
Local authority	Hammersmith & Fulham
Inspection number	1049008
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	2 August 2013
Telephone number	

The childminder registered in 2007. She lives in the London Borough of Hammersmith and Fulham. The childminder operates her service during school term times only, from 8am to 6pm, Monday to Friday. The childminder holds a relevant early years qualification at level 3.

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