

# Childminder Report

**Inspection date**

6 June 2016

Previous inspection date

25 September 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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 monitor children's progress effectively to ensure that all children make good progress. She does not encourage parents to share information about their children's development at home.
- The childminder does not always arrange her daily routine to help children develop new skills. On occasions, she does not help children to engage fully in learning.
- Sometimes the childminder does not help children to make their own choices and find answers to solve problems as they play. She does not build on children's curiosity to challenge their thinking and learning.

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

- The childminder has appropriate procedures to look after children in an emergency. She meets with her assistant weekly to help update her skills. For example, the childminder coaches her assistant to ensure she helps to keep children safe and secure.
- The childminder seeks the views of parents, children and other professionals to set targets. She has made some improvements in her practice. For example, she has developed teaching skills for literacy and helps children to practise their early writing skills.
- The childminder is attentive to children's individual needs. Children form strong and secure relationships with the childminder. They settle in quickly when they first start.

## What the setting needs to do to improve further

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

	Due Date
■ gain detailed information from parents about what their children can do when they start at the setting	06/07/2016
■ make sure that accurate assessments are made of the progress children make and these are used to provide challenging activities to extend their learning.	06/07/2016

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

- improve daily routines to keep children fully engaged in their learning
- provide children with more challenges to help them make choices, think for themselves and resolve their curiosity.

## Inspection activities

- The inspector toured the areas used for childminding.
- The inspector observed the children during play and discussed their learning, development and the assessment process with the childminder.
- The inspector discussed the self-evaluation process with the childminder.
- The inspector spoke to parents and considered their views about the setting.
- The inspector examined a selection of children's records, policies and other documents, and checked the records of suitability checks for the childminder and her assistant.

## Inspector

Katarina Hustava

## Inspection findings

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

The childminder has not attended recent training or considered some weaknesses since the last inspection. She does not use ongoing assessment for all children to track their level of progress consistently to help identify any gaps in learning. In addition, she does not involve parents fully in their children's learning and development. The childminder has developed successful partnerships with staff from other settings that children attend and shares information, which helps to provide continuity for children's care and learning. Safeguarding is effective. The childminder has a sound knowledge of how to protect children's safety and knows how to report any concerns about a child's welfare.

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

The childminder has not use information from observations she makes of children's development to identify precisely each child's next steps in learning. She does not tailor activities to consistently challenge and motivate children to learn. Nonetheless, children clearly enjoy the time spent in the childminder's home. She sets out toys and resources and provides some activities that children enjoy taking part in. Both the childminder and her assistant help children to learn the names of colours, for example, as the children built a tall tower out of bricks. The childminder models language well to encourage children's speech as they play.

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

The childminder does not always support children to make independent choices, for example, to express their creative ideas and find solutions to problems during play. However, she reminded her assistant to encourage children to manage simple tasks, such as helping them to eat by themselves, put their shoes on and attend to their personal hygiene with minimal assistance. The childminder develops children's growing understanding of danger within the environment well, for example, by teaching children to tidy up their toys so they do not fall over them. The childminder teaches children how to behave well for their age. She encourages children to follow a healthy lifestyle through healthy eating and active play outdoors.

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

Children do not make good progress. However, they acquire some skills they need for the move on to school. They learn to count, for example, as they pour buckets of water into a tray. Additionally, young children make simple marks as they paint and older children are learning to write their names. Children learn about diversity and different people in society and the wider world. For example, they celebrate a range of festivals and enjoy outings in the local community. Children learn to share with one another and behave well.

## Setting details

<b>Unique reference number</b>	EY442256
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	1049523
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	25 September 2012
<b>Telephone number</b>	

The childminder registered in 2012. She lives in Feltham, Middlesex. The childminder operates her service Monday to Saturday, from 6am to 9pm, all year round, except for family holidays and bank holidays. The childminder is registered to provide overnight care. She holds a childcare qualification at level 3 and is working towards a foundation degree in early years education. The childminder works with an assistant.

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