

# Childminder Report

**Inspection date**

12 August 2016

Previous inspection date

22 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Requires Improvement	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 always effectively plan suitably challenging activities to support children's learning and development, inside and outside.
- The childminder does not work well enough with parents. For example, she finds out what children enjoy doing at home, but she does not use this to help parents to support their children's learning further.
- Partnerships with other settings that children attend are not fully effective. For example, the childminder does not share and gather information about what children are learning to help support continuity in their care and education.
- The childminder does not make good use of her self-evaluation to identify all the areas of her practice that require improvement.

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

- The childminder supports children's understanding of their own safety well. For example, she explains to children why they need to wear shoes in the park.
- Children enjoy positive social experiences. For instance, they enjoy spending time with other children. They learn to share, take turns and respect each other's views and ideas.
- Children have daily opportunities to extend their understanding of how to stay healthy. For example, they learn about eating well and why it is important to wash their hands before eating.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ raise the quality of teaching to provide children with purposeful and challenging learning experiences to help them make good progress	14/11/2016
■ develop partnerships with parents further to help them continue their children's learning at home	26/09/2016
■ ensure partnerships with other early years providers fully support children's ongoing developmental needs and offer a continuous approach to their learning.	26/09/2016

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

- make effective use of self-evaluation to identify weaknesses in meeting requirements and to target areas to improve to raise outcomes for children.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact of this on children's learning.
- The inspector spoke with the childminder at appropriate times during the inspection regarding her professional development, evaluation of her practice and children's learning.
- The inspector held a joint observation with the childminder and held discussions with her in relation to observations of the children's play, learning and progress.
- The inspector read written feedback from parents' and took their views into consideration.

### Inspector

Sarah Taylor-Smith

## Inspection findings

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

Arrangements for safeguarding are effective. The childminder assesses hazards effectively and take steps in minimise risks to children. She has kept her child protection knowledge up to date and knows what to do if she has concerns about children in her care. The childminder evaluates some aspects of her practice and works with other professionals to develop her skills. However, she has not effectively identified all the areas of her practice that need to be developed. The childminder tracks children's learning. She completes progress checks and is aware of children's interests. However, the childminder does not always use the information that parents provide to build on children's experiences. For example, she has not considered how she can help parents further to continue to support their children's learning at home.

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

Children benefit from the opportunity to learn about the world around them. For instance, the childminder takes them on trips into the local community. However, the childminder does not consistently provide challenging and motivating activities to support children's learning and development. Children do not always have activities which immediately engage and interest them. For example, when they finish with one activity, they do not always find something to do next. The childminder encourages children to explore books. She sits with children to read stories and they enjoy talking about what they can see in the pictures. The childminder has not formed secure links with other settings that children attend to help provide continuity in their learning.

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

Children are confident and settled in the childminder's care. However, the weaknesses in teaching do not always provide children with wide and varied learning experiences, inside and outside. The childminder supports children to take turns and play well together. For example, she ensures that they are able to play well together as they explore a large cardboard box. Children receive effective support to learn about similarities and differences between themselves and other people. For instance, the childminder talks to older children about the needs and abilities of younger children.

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

Children are not always fully motivated and engaged in their learning. However, they are confident talkers and freely share their thoughts and feelings with the childminder. Children enjoy spending time outside. For example, they like using bicycles and ride-on cars in the garden. Children develop some of the basic skills they need to help prepare them for their next stage of learning or school.

## Setting details

<b>Unique reference number</b>	125650
<b>Local authority</b>	Kent
<b>Inspection number</b>	1057474
<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>	2 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	22 September 2015
<b>Telephone number</b>	

The childminder registered in 1993 and lives in Chatham, Kent. She offer flexible hours of care from Monday to Friday, throughout the year, except bank holidays and family holidays.

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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