

Childminder Report

Inspection date

16 January 2017

Previous inspection date

1 August 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder has not established an effective self-evaluation system. Consequently she has not identified what she needs to do next to enhance and improve her knowledge, understanding and child care practice.
- The childminder does not always obtain sufficient information from parents and carers about children's starting points. Hence when children are new at the setting, activities are not specifically planned to promote their individual interests and learning needs.
- The quality of teaching is variable. The childminder does not always recognise the value to children's learning of opportunities to develop their imaginary play. Children's learning is reduced when the childminder does not encourage children to explore their ideas.

It has the following strengths

- The childminder is positive and caring towards children and consequently they are happy and confident.
- Children learn to manage their personal care needs well with appropriate encouragement from the childminder. This helps to prepare them effectively for their transition to school.
- The children behave well because the childminder helps them to understand what is acceptable behaviour.

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"> undertake a programme of continuous professional development to ensure that the quality of teaching improves and is consistently good in all areas 	06/02/2017
<ul style="list-style-type: none"> obtain sufficient detailed information about children's starting points in order to provide a clear plan of learning for each child, based on what children know and can do. Monitor progress in order to continue to plan for children's future learning. 	06/02/2017

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

- establish a robust self-evaluation process and use the findings to develop a programme of on-going and sustainable improvements in all areas of the provision

Inspection activities

- The inspector observed the interactions between the childminder and children.
- The inspector observed the quality of teaching during planned activities.
- The inspector discussed children's learning with the childminder.
- The inspector spoke to the childminder and the children at appropriate times throughout the inspection.
- The inspector looked at documentation relating to children's learning and welfare. This included the childminder's policies and procedures.

Inspector

Gillian Karen Joseph

Inspection findings

Effectiveness of the leadership and management requires improvement

The impact of improvements has been limited because the childminder does not reflect on and evaluate her own practice broadly enough. Consequently, she has not prioritised her own on-going professional development. In particular, there are no plans which identify what she needs to do next to improve the quality of teaching. Safeguarding is effective. The childminder understands her duty of care to children. She knows what to do if she has concerns that a child may be at risk from harm. The childminder ensures that the environment is safe and she has well established risk assessment procedures in place to manage and minimise risks.

Quality of teaching, learning and assessment requires improvement

The childminder does not use information from observations of children's progress fully to plan challenging activities that promote children's individual interests and learning. The childminder is not always perceptive and skilled in helping children explore and extend their ideas during imaginary play. In contrast, the childminder helps children to consolidate their learning when she provides them with varied opportunities to support their understanding of basic number skills. For example, number recognition and simple adding and subtracting is promoted through playing with skittles, which children enjoy. The childminder also recognises when children are keen to continue with their play and she allows them time to focus on their chosen activities.

Personal development, behaviour and welfare are good

Children behave well and the childminder helps them understand what is acceptable behaviour. For example, she explains to children the risks to their safety of not following general house rules including no running indoors. The childminder is encouraging and caring and this helps children become confident in using resources in the learning environment. Children's health and well-being are effectively supported through regular walks and outings to the nursery, playground and shops in the local area.

Outcomes for children require improvement

The childminder seeks information from parents about children's starting points but does not gather sufficient detail to fully inform children's initial learning plans. Children's progress requires improvement because teaching and learning strategies are not based securely on what children know and can do already when they join. The childminder has started to help children steadily gain the skills needed to support their transition to school. For example, children learn to manage their personal care needs, to wash their hands and face after painting activities, and to tidy away toys.

Setting details

Unique reference number	EY455803
Local authority	Ealing
Inspection number	1075348
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	5
Name of registered person	
Date of previous inspection	1 August 2016
Telephone number	

The childminder registered in 2013. She lives in Hanwell and is close to local schools. The childminder operates all year round from 8am to 6pm, Monday to Friday and negotiable hours on a Saturday.

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