

Childminder Report

Inspection date

26 January 2017

Previous inspection date

19 November 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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 use information gained from observations to focus precisely enough on what children need to learn next. This means her teaching does not target the areas where children need greatest support to promote their good progress.
- The childminder does not provide enough experiences for children that motivate them to explore and experiment with a range of materials.
- The childminder's professional development does not focus enough on improving the quality of teaching and her knowledge of how children learn, in order to help them make the best possible progress.
- The childminder is not yet using self-evaluation effectively enough to identify weaknesses and drive continuous improvement.

It has the following strengths

- Children are settled, comfortable and relaxed in the childminder's care. They build close relationships with the childminder and her family, and enjoy the interaction they receive from them.
- Children's physical development is enhanced as the childminder takes them on regular outings to local parks and to the beach.
- The childminder promotes children's social development. They regularly attend toddler groups and are encouraged to learn, to share and to take turns.

What the setting needs to do to improve further

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

Due Date

- use information gained from assessments more effectively, to plan precisely for what children need to learn next to ensure they make good progress. 28/02/2017

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

- provide a wider range of experiences that fully interest and challenge children and motivate them to explore freely and build on their growing skills
- access professional development opportunities in order to raise the quality of teaching to a higher standard
- make better use of self-evaluation to identify weaknesses and drive continuous improvements.

Inspection activities

- The inspector observed the quality of teaching during activities indoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Lynn Hughes

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder does not focus her professional development sufficiently on improving her teaching skills. She works with local authority advisers and regularly meets with other childminders to consider ways to improve her practice. However, she has not used this knowledge to raise the quality of teaching and improve outcomes for children.

Safeguarding is effective. The childminder recognises the known indicators of abuse and knows how to refer any safeguarding concerns to the appropriate authority. The childminder ensures that children play in a safe and secure environment. She reviews the safety of her home each day before minded children arrive. The childminder liaises daily with parents, keeping them well informed about their children's day. She is beginning to involve parents in their children's learning by sharing progress reports with them.

Quality of teaching, learning and assessment requires improvement

The childminder does not use her assessments of children's learning effectively to plan for what they need to learn next. She does not have a good enough understanding of the areas of learning to ensure that planning is tailored to match individual children's learning needs. Children's communication and language skills are effectively promoted. The childminder and her family encourage children to name objects, repeat words and join in with favourite songs and rhymes. The childminder encourages younger children to count everyday objects and to learn colours, shapes and numbers through play. Children enjoy role play and have fun pretending to eat a range of play foods including strawberries.

Personal development, behaviour and welfare require improvement

The childminder's home is welcoming and she provides some basic resources for children to play with. Children generally select toys and resources from the low-level storage boxes and make choices over their play and learning. Opportunities for children to explore, experiment and discover are not always challenging or exciting enough to keep children motivated and to extend their learning. Children's health and well-being is promoted. The childminder ensures that children enjoy a healthy diet and encourages them to make healthy meal and snack choices. Children learn about the importance of daily routines, such as handwashing to help to promote their good health. Children are emotionally well supported. The childminder uses positive language to ensure that children feel safe and are cared for well.

Outcomes for children require improvement

Weaknesses in teaching mean that children are not supported to make good progress in their learning from their starting points. Activities do not consistently target their individual needs and challenge them to learn more. Nevertheless, children become independent. They learn to place shoes and coats on and off when they return from playing outside. Children develop listening skills. They enjoy looking at books with the childminder and listening carefully to the story. Children gain a range of basic skills to prepare them for the next stage of their education at nursery or school.

Setting details

Unique reference number	EY449480
Local authority	Essex
Inspection number	1043421
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	10
Name of registered person	
Date of previous inspection	19 November 2013
Telephone number	

The childminder was registered in 2012 and lives in Walton on the Naze, Essex. She operates all year round from 8.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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