

Childminder Report

Inspection date

17 February 2017

Previous inspection date

11 March 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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 consistently provide activities and experiences that keep children interested, engaged and sufficiently challenged in their learning.
- The childminder's systems for assessing and monitoring children's progress are not thorough enough. She does not have a clear picture of what children like and can do, to help them move on to the next step in their learning effectively.
- The childminder has not considered how to fully involve parents to help them continue their children's learning at home.
- The childminder does not evaluate the effectiveness of her work accurately, to improve teaching and to ensure that children make good progress from their starting points.

It has the following strengths

- The childminder is kind and gentle with the children. For example, she is loving and welcomes them warmly to her home. Children feel comfortable and emotionally secure.
- The childminder supports children's healthy lifestyles. She encourages children to follow consistent hygiene routines, supporting, for example, their physical well-being.
- The childminder values children's similarities and differences. For example, she encourages children to use their home languages, supporting their understanding of the world and their developing language skills.
- Children behave appropriately. For example, they know how to share their toys and the childminder teaches them to say kind words such as 'please,' 'thank you' and 'sorry.'

What the setting needs to do to improve further

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

	Due Date
■ improve the quality of teaching and support all children's learning more effectively by planning more purposeful and challenging activities tailored to their individual needs	06/03/2017
■ improve the quality of observations and assessments, to help identify and plan for children's next steps in development to help them make good progress.	06/03/2017

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

- improve ways to involve parents fully in their children's learning and development to provide more consistency in care and teaching
- develop the self-evaluation process, to identify and address all areas that require improvement.

Inspection activities

- The inspector observed activities and the interactions between the childminder and children, and spoke with the childminder and interacted with children at appropriate times.
- The inspector looked at children's assessment records, planning documentation and safeguarding procedures.
- The inspector read the childminder's self-evaluation document, and discussed with her how she evaluates the provision and targets areas for improvement.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.
- The inspector toured the premises used for childminding and checked the health and safety arrangements.

Inspector

Marisol Hernandez-Garn

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder has a suitable knowledge of child protection procedures and how to report any concerns to relevant agencies. The childminder has addressed the recommendations at her last inspection. However, she does not evaluate what she does rigorously enough to maintain the good standards at the setting. For example, the childminder has not identified the weaknesses in her teaching, to keep children highly motivated and challenged. She does not make good use of her qualification and training to help her assess and monitor children's progress accurately, to make sure she can identify the next steps in their learning. Nevertheless, the childminder works closely with other professionals, such as childminders, to discuss current trends in early years. She is keen to take additional training to improve her knowledge and skills.

Quality of teaching, learning and assessment requires improvement

The childminder plans age-appropriate activities for children. However, at times, these do not appeal sufficiently enough to them. For example, a jelly activity did not fully engage or captivate children's interest because the childminder does not have an accurate picture of what they like and can do. For example, she provided children with dough to encourage their creativity and imagination but the activity was unimaginative and lacked challenge. This limits the progress that children make in their learning. Nevertheless, children showed some confidence as they listened to and danced along to their favourite nursery rhymes. The childminder supports children's communication and language skills appropriately. For example, she shares books with children and encourages them to repeat words and make familiar animal sounds.

Personal development, behaviour and welfare require improvement

Children have positive relationships with the childminder, who offers praise and encouragement to develop their emotional well-being. The childminder builds suitable relationships with parents and informs them about their children's care routines. However, she does not share detailed information about their children's achievements to help parents to continue the learning at home. Children enjoy walks in the local environment and they benefit from fresh air and exercise, supporting, for example, their social and physical skills.

Outcomes for children require improvement

Overall, children are settled and become independent learners. For example, children are keen to take responsibility for their personal care and make decisions about their play. They enjoy exploring and counting as, for example, they play with toy bricks, developing their early mathematical skills. Children feel safe and secure, and interact positively with other children. They gain some of the basic skills they need for their future learning.

Setting details

Unique reference number	EY465116
Local authority	Lambeth
Inspection number	1069464
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 1
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	11 March 2014
Telephone number	

The childminder registered in 2013 and lives in Balham, in the London Borough of Lambeth. She offers her service from Monday to Friday, 8.45am to 6pm, excluding bank holidays. The childminder holds an early years qualification at level 3.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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