

Childminder Report

Inspection date

18 April 2017

Previous inspection date

16 June 2015

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		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Self-evaluation is not fully effective because the childminder does not have an accurate understanding of the setting's strengths or areas for improvement.
- Self-evaluation is not fully effective because the childminder does not have an accurate understanding of the setting's strengths or areas for improvement.
- The childminder does not fully extend or promote children's language and communication skills. She misses opportunities to extend children's learning. This prevents children from making consistently good progress towards meeting the early learning goals in readiness for the move to school.
- Procedures for monitoring children's progress are not fully effective. The childminder does not routinely use what she knows about children's development to plan accurately for their next steps in learning.

It has the following strengths

- Children are happy, settled and enjoy their time in the childminder's care. The childminder provides a warm, welcoming and friendly setting with a good range of age-appropriate toys and resources for children to use.
- Children behave well. They respond to the childminder's kind and gentle approach and show a good understanding of the well-established rules and routines.
- The childminder provides good opportunities for children to learn about the world around them, develop their physical skills and adopt healthy lifestyles.

What the setting needs to do to improve further

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

Due Date

- implement a programme of professional development to continually update skills and knowledge required to improve the quality of teaching and children's outcomes. 30/06/2017

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

- improve teaching strategies to make the most of all opportunities to promote children's communication and language skills, and extend children's learning
- improve the quality of self-evaluation to accurately identify the setting's strengths and areas for development, incorporating the views of parents and children
- strengthen further the systems in place to observe and monitor children's progress to accurately identify and swiftly address gaps in children's learning.

Inspection activities

- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector looked at documents related to safeguarding and children's progress. He sampled the childminder's policies and procedures.
- The inspector observed children's learning and discussed the children's activities with the childminder.
- The inspector read questionnaires to seek parents' views of the setting.
- The inspector checked all areas of the setting that are used by children.

Inspector

Gary Rawlings

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder does not ensure that her professional knowledge is up to date to enable her to continually improve children's outcomes. Furthermore, she does not use self-evaluation effectively to have a secure grasp on the aspects of the setting that require further improvement. Safeguarding is effective. The childminder has a good understanding of child protection procedures and knows how to report concerns about a child's welfare. The childminder ensures that children play safely in the setting and when on local walks and visits. Partnerships with parents are positive. The childminder keeps parents informed of their children's progress and shares information about how to extend children's learning at home, for example through the progress check for children aged two years. Parents comment positively about the childminder's service.

Quality of teaching, learning and assessment requires improvement

Although the childminder makes observations of children's learning, she does not use these securely to monitor children's progress or plan for the next steps in their learning. The childminder has not made the most of professional development opportunities to improve her teaching strategies to enable children to make consistently good progress across all areas of learning. Sometimes, the childminder misses opportunities to ask questions, encourage problem solving or expand on children's answers, to fully extend children's learning. The childminder responds well to children's interests and provides activities that children enjoy. Opportunities for children to be creative and imaginative are good, for example, as they make pretend cookies from the dough.

Personal development, behaviour and welfare are good

The childminder promotes children's personal development and well-being effectively. Children show high levels of confidence and self-esteem. They develop strong and secure bonds with the childminder and enjoy her attention. The childminder provides children with a range of opportunities to learn about the world around them, including other cultures and faiths. The childminder promotes children's physical development well. In the outdoor area, children enjoy using the ride-on toys and inside they use building blocks to build high towers. Care routines are well established and children develop good independence skills, for example, as they tidy away toys.

Outcomes for children require improvement

Children develop some of the key skills required for future learning, such as early reading, turn taking and sharing. However, inconsistencies in the quality of teaching mean that children do not always make the progress of which they are capable. The childminder's interactions are not fully effective at extending and promoting children's language and communication skills. This limits children's overall progress.

Setting details

Unique reference number	EY341825
Local authority	Waltham Forest
Inspection number	1092863
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 7
Total number of places	5
Number of children on roll	1
Name of registered person	
Date of previous inspection	16 June 2015
Telephone number	

The childminder registered in 2006. She lives in Walthamstow in the London Borough of Waltham Forest. The childminder works each weekday throughout most of the year.

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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