

# Childminder Report

## Inspection date

14 September 2017

Previous inspection date

8 April 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:	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:

- Behaviour management is inconsistent. The childminder does not consistently consider the development needs of all children to effectively support their behaviour and emotional well-being.
- The childminder has not given attention to improving her professional knowledge. She has not continued to develop her skills to provide a range of challenging learning experiences for children.
- The childminder does not always allow children the time needed to explore their play ideas and develop their learning.
- Self-evaluation is not fully effective. The childminder does not review her practice well enough to identify areas to improve and develop good outcomes for children.

### It has the following strengths

- The childminder helps children learn about safety. For example, she helps them manage the steps and learn how to handle toys respectfully.
- Children enjoy the well-resourced environment. They help themselves to toys and talk to the childminder about what they want to do next.
- Children are happy and active in the setting. They seek comfort from the childminder and enjoy playing with her.

## What the setting needs to do to improve further

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

- provide consistent behaviour management strategies to help children learn how to manage their feelings and behaviour
- make better use of opportunities to develop professional knowledge and skills to develop more challenging learning experiences for children
- improve opportunities for children to build on their play choices and explore their own ideas to help them make good or even better progress
- improve the use of self-evaluation to identify weaknesses in practice to support better outcomes for all children.

### Inspection activities

- The inspector read written feedback from parents and considered their views.
- The inspector observed the quality of teaching and assessed the impact of this on children's learning.
- The inspector jointly observed an activity with the childminder and discussed children's learning.
- The inspector spoke to children and the childminder at appropriate times.
- The inspector reviewed children's learning records, and policies and procedures.

### Inspector

Anna Fisk

## Inspection findings

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

Safeguarding is effective. The childminder has a suitable knowledge of what may cause children harm. She knows what action to take if she has concerns about children's welfare. The childminder is a suitable role model for children. For example, she is kind and provides a welcoming environment for children. Parents report that they are happy with the childminder's care. She provides parents with regular opportunities to discuss their child's learning. They contribute to the assessments of their children's development and are involved in the planning of their next steps in learning. However, the childminder has not continued to evaluate her practice or develop her professional skills to help her identify where she could improve experiences for children.

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

The childminder observes children's play well and has a suitable understanding of their stages of development. She monitors their progress and knows how to identify gaps in children's learning and plan what children need to learn next to progress. However, children are not challenged by the activities provided. The childminder has not developed her knowledge, for example, she does not have a confident understanding about how to allow children to explore their own ideas and build on their learning. The childminder has supportive relationships with parents. For example, she helps them to understand how to help children at home with their learning and personal care skills, such as toileting. Children enjoy learning about animal sounds and numbers. For example, they talk about the different sounds animals make and enjoy practising their early counting as they play.

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

The weaknesses in behaviour management mean that the childminder does not fully support children's well-being. However, children settle well with the childminder and build suitable, caring relationships with her. Children learn about the world around them. For example, the childminder encourages imaginary play as she plays with them in the role-play home corner. The childminder provides children with a welcoming and interesting environment. For instance, there are plenty of things to choose from to support their play. The childminder helps children to develop their self-esteem as she praises them for their efforts.

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

Children make some progress from their individual starting points. They are happy to be involved and engage in learning. Children enjoy listening to stories and learning new words. However, not all children are challenged to develop the range of skills needed to help them be prepared for their next stage of learning, including school.

## Setting details

<b>Unique reference number</b>	EY319186
<b>Local authority</b>	Kent
<b>Inspection number</b>	1100518
<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>	1 - 2
<b>Total number of places</b>	3
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	8 April 2015
<b>Telephone number</b>	

The childminder registered in 2006. She lives in Barming, in Maidstone, Kent. The childminder operates each weekday, for most of the year.

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Piccadilly Gate  
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