

# Childminder Report

**Inspection date**

14 September 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
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 use the information from her observations and assessments to plan and monitor children's progress effectively. Children do not reach their best possible outcome.
- The childminder does not provide a broad range of activities and resources, including opportunities for children to learn about people's differences and similarities. This does not fully support children's motivation and interest in their learning.
- The childminder does not use the self-evaluation processes well. She does not consistently and accurately identify areas of weakness and set targets for improvement.

### **It has the following strengths**

- The childminder successfully helps children learn to manage their own behaviour. For example, she reminds them about not shouting and about using their 'indoor voices'. This helps children control their own actions.
- Children learn to keep themselves safe. For instance, the childminder regularly practises emergency evacuation procedures with them.
- The childminder routinely shares information with parents, such as having daily discussions to keep them informed about their children's development.
- Children have opportunities to make their own decisions. For example, the childminder gives them choices at breakfast.

## What the setting needs to do to improve further

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

	Due Date
■ develop the use of observations and assessments to plan for children's next stage in learning and monitor their progress to help extend their learning further	26/10/2017
■ build on the activities and resources, including opportunities for children to learn about each other's backgrounds and diversity, to aid children's interest and motivation in their learning.	26/10/2017

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

- develop the use of self-evaluation to help identify areas of weakness and set accurate targets for development.

## Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector viewed all areas of the premises used for childminding.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector spoke to children.
- The inspector viewed a range of documentation, including suitability checks and children's records.

## Inspector

Sarah Stephens

## Inspection findings

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

The childminder does not use her monitoring processes well. For example, she does not consistently use her assessments effectively to track children's progress from their starting points. This does not support her to identify any gaps in development early and provide the appropriate support. The childminder does not consistently identify areas of weakness and develop her knowledge and skills, such as using the information from her training to help set targets for improvement. This does not help her raise her practice to a good quality. Safeguarding is effective. The childminder knows the signs that would cause her concern about a child's welfare and the processes to follow. She knows how to recognise children who are at risk of extreme behaviours and views.

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

The childminder does not consistently use the information from her observations and assessments well. She does not always identify appropriate next steps and plan activities that fully extend children's next stage in learning. This does not support children to reach their full potential. The childminder successfully promotes children's communication and language skills. For example, she talks to them about their wider experiences and different colours to aid their vocabulary. She asks them questions to help them think for themselves. The childminder introduces shapes and counting, which aids their mathematical development. She provides children with positive praise and encouragement. This helps build their self-esteem and confidence.

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

The childminder does not consistently provide a broad range of activities and resources to help keep children's motivation and interest in their learning. She does not provide a range of opportunities for them to learn about and value each other's similarities and differences. The childminder encourages children to learn about healthy lifestyles. For example, she talks to them about going shopping and buying nutritious snacks, such as fruits and vegetables. The childminder takes children to the park, which helps them be physically active. She encourages children to form secure emotional attachments and positive relationships with her, such as providing settling-in sessions when they first start.

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

Children, at times, lack interest and motivation in their learning. For example, they run in and out of the room not engaging in the activity provided. This does not help them sustain their attention and prepare them well for their move to school or nursery. Children successfully use their imagination, such as using a wooden shape as a telephone. They build their literacy skills well. For example, they draw and give meaning to the marks they make.

## Setting details

<b>Unique reference number</b>	EY488125
<b>Local authority</b>	Kent
<b>Inspection number</b>	1011609
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	3 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2015 and lives in Dartford, Kent. She offers care Monday to Friday, from 7am to 7pm, throughout the year. She has achieved early years professional status.

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