

Childminder Report

Inspection date

20 September 2017

Previous inspection date

5 October 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The childminder has not improved her quality of teaching sufficiently since the last inspection and it remains inconsistent. She does not always consider children's individual needs, interests and stages of development when planning learning experiences.
- The childminder does not use information from her assessments of children's progress to plan effectively to challenge and extend their learning. This remains a weakness from the last inspection.
- Occasionally, children are not given enough time or opportunities to think about their answers to the childminder's questions, which does not effectively build on their communication skills.
- The childminder does not reflect effectively enough on the overall quality of her setting to identify and address weaknesses. Her capacity to make improvements is poor.

It has the following strengths

- Children have developed close and positive relationships with the childminder.
- Children's welfare is supported well. The childminder risk assesses her home to help ensure that it is safe and secure, and to enable children to play in safety.
- Children's health is promoted well. They benefit from nutritious meals and snacks, and get fresh air and exercise, such as during visits to local parks.
- The childminder works in partnership with parents and gives them weekly feedback regarding their children's experiences.

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 teaching skills to engage children in their learning in a way which reflects their individual needs and stages of development	31/10/2017
■ ensure that assessments of children's development are more precise and used to plan enjoyable and challenging activities that help children make good progress in all areas of their learning and development.	31/10/2017

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

- make use of all opportunities for children to develop their communication skills, and allow them time to think and respond to questions
- undertake more effective and regular self-evaluation to better identify and address weaker areas of practice.

Inspection activities

- The inspector observed the childminder and children playing with the activities in the lounge area.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector discussed the quality of an adult-led activity with the childminder.
- The inspector looked at children's records and other relevant documentation.

Inspector

Mary Vandeppeer

Inspection findings

Effectiveness of the leadership and management is inadequate

The childminder has not made significant improvements to her practice or the quality of her teaching since the last inspection. She attends some required training courses, such as paediatric first-aid. However, these are mandatory courses, and she does not focus on gaining skills to improve her teaching skills sufficiently despite this being raised at previous inspections. The childminder does not have a robust enough self-evaluation system to effectively identify weaknesses in her teaching skills. For example, she has not taken effective action since the last inspection to raise the quality of her teaching practice to a good standard. The childminder keeps the required records, for example, she maintains an accurate register of children's attendance. She has attended recent safeguarding training. She understands child protection issues and knows to report any concerns, including allegations, to the relevant authorities. Safeguarding is effective.

Quality of teaching, learning and assessment is inadequate

The quality of teaching remains inconsistent. Although the childminder has sought support to try and improve her practice, she has not made good use of this. For example, she is not confident in monitoring children's progress and does not always consider children's individual needs, interests and developmental needs when planning learning experiences. The childminder does not demonstrate a secure knowledge of how to promote the learning of the children attending her setting. The toys and resources available are not stimulating and do not encourage children to explore and experiment. Although these children are developing well, she does not identify areas where she can help them learn according to their capabilities. Children's learning is mostly incidental and not a result of the childminder's teaching. Nonetheless, children engage well in some activities. For example, they enjoy pretending to cook and make cakes for the childminder. They like to name the items, such as vegetables and fruit, as they find them. The childminder also takes time every day to look at letters, colours and numbers with the children. They have learned how to use an abacus to count. However, there are limited other resources to further promote their mathematical development.

Personal development, behaviour and welfare require improvement

The childminder builds positive relationships with the children. However, she does not always use what she knows about the children when providing activities and experiences to meet their individual needs and personal development effectively. Children are supported to find out more about their local community. They venture out most days and take trips on buses to go further afield. The childminder makes appropriate use of opportunities to promote children's health and safety. For example, clear hygiene routines are followed to help reduce the risk of cross-infection.

Outcomes for children are inadequate

The assessments that are made, for example, the progress check at two years, indicate that children reach comfortable levels of development. However, weaknesses in teaching mean that children's learning is not supported effectively to help them make the progress of which they are capable. Despite this, children are starting to develop some skills they

need for the next stage in their learning. For example, they use pencils with control and can follow simple instructions in their play. However, at times they are bored and lack enthusiasm to play and explore, as the childminder does not engage them in their play.

Setting details

Unique reference number	125512
Local authority	Kent
Inspection number	1107439
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 8
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	5 October 2016
Telephone number	

The childminder registered in 2000. She lives in Dartford, Kent. The childminder provides childcare all day on Monday to Friday, with the exception of bank holidays and family holidays.

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