

Childminder Report

Inspection date

28 September 2017

Previous inspection date

8 February 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
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 well to monitor and plan activities that support children's next steps in their learning.
- The childminder does not consistently provide children with good-quality interactions to challenge and extend their learning further to make good progress.
- Children do not have continual opportunities to use and develop their home languages through play, to help support their language development.
- The childminder does not constantly identify areas of weakness and set targets for improvement to help develop her provision to good quality.

It has the following strengths

- The childminder has made some improvements since her previous inspection. She ensures that Ofsted is aware of all those living on the premises so that the relevant checks can be undertaken.
- The childminder understands the need to provide parents with a written summary of their children's progress between the age of two and three years.
- The childminder offers children choices and builds on their interests. For example, she has reorganised the storage of resources to help children lead their own play.
- The childminder provides opportunities to involve parents in their children's development, such as daily discussions and texts to help provide a consistent approach.

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 monitor children's progress effectively and plan activities that support children's next stage in development	06/12/2017
■ improve the quality of teaching to help children reach their full capabilities and fully expand their learning	06/12/2017
■ build more opportunities for children to develop and use their home languages during their play and learning.	06/12/2017

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

- develop the use of self-evaluation to identify areas of weakness and set precise targets for development to help improve the quality of the provision.

Inspection activities

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

Inspector

Sarah Stephens

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder does not use her monitoring systems well to help target any areas for children's development and support. She does not consistently use the information from her self-evaluation well to help identify areas of weakness and improve the quality of her practice and teaching. The childminder attends mandatory training, such as having a relevant first-aid qualification. 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 what to do if an allegation was made against her or any household members. The childminder completes thorough risk assessments of her environment, which helps children play safely in their surroundings.

Quality of teaching, learning and assessment requires improvement

The childminder does not make the most of her interactions with children to fully support their learning. For example, she repeats back their early words; however, she does not extend this further. The childminder does not consistently use the information from her observations and assessments effectively to support children's progress. The childminder successfully encourages children's hand-to-eye coordination, such as threading beads. She shows them the pictures in a book, which helps them see that print carries meaning and supports their early literacy skills. The childminder builds children's understanding of the world around them. For instance, she asks them what they can see in the garden.

Personal development, behaviour and welfare require improvement

The childminder does not consistently plan relevant and suitably challenging activities that support children's learning and development further. For example, she gives very young children an electronic toy and tries to get them to recognise letters. The childminder successfully develops children's emotional well-being. For instance, she offers settling-in sessions when children start and provides them with extra care and attention when needed. The childminder helps children learn about healthy lifestyles. For example, she offers daily opportunities for them to be physically active. The childminder provides clear guidance to help children manage their behaviour. She encourages them to share and reminds them about appropriate actions.

Outcomes for children require improvement

At times, children do not reach their full potential and prepare well for their future learning. They do not have consistent opportunities to explore their home languages during their play to support their language development. Younger children start to pull themselves up and move around furniture, which effectively develops their physical skills. They progress in their personal, social and emotional development well, such as when younger children start to play alongside their friends.

Setting details

Unique reference number	126858
Local authority	Kent
Inspection number	1107444
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	8 February 2017
Telephone number	

The childminder registered in 1994 and lives in Womenswold, near Canterbury, Kent. She provides care from Monday to Friday from 7.30am to 6.30pm throughout the year.

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