

Childminder Report

Inspection date

13 September 2017

Previous inspection date

19 May 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Met	
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:

- The childminder does not ensure that children who speak English as an additional language have opportunities to develop and use their home language in their play and learning.
- At times, the childminder does not help children of all ages to develop their independent and self-care skills.
- The childminder does not provide sufficient resources and activities that reflect and value the diversity of children that attend the setting.
- The childminder keeps up to date with current legislation. However, she does not pay due attention to developing aspects of her teaching skills to improve children's experiences and ensure they make the best possible progress.
- The self-evaluation of the setting is not precise enough to help the childminder identify and address any weaknesses. Consequently, children do not make as much progress as they could.

It has the following strengths

- Children enjoy the activities on offer in a welcoming and safe environment. The childminder values children's ideas and follows their interests throughout the day.
- Children settle swiftly and form strong bonds with the childminder. They learn to respect each other, behave well and play harmoniously together.
- The childminder maintains effective relationships with parents and carers to strengthen her knowledge of the children. The childminder and parents work in close partnership.

What the setting needs to do to improve further

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

Due Date

- ensure children who speak English as an additional language have sufficient opportunities to play and learn using their home language. 20/10/2017

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

- plan opportunities to help children develop independent and self-care skills appropriate to their age
- provide well-chosen resources and activities that reflect and value children's diverse backgrounds and experiences
- undertake professional development to improve the quality of teaching and keep up to date with early years requirements
- evaluate the quality of the setting carefully to identify aspects that need to be better and secure swift improvements.

Inspection activities

- The inspector held discussions with the childminder and children during the inspection.
- The inspector reviewed documentation, including policies and procedures. Children's registration forms were also scrutinised. The inspector also discussed the childminder's understanding of the early years requirements.
- The inspector viewed the premises and resources, and observed children's activities inside and outdoors.

Inspector

Nataliia Moroz

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder is aware of the signs that indicate a child might be at risk of harm. She understands the procedures to follow if she has any concerns about a child's safety or welfare. The childminder has improved her assessment procedures to check children's progress. She makes observations to monitor their progress and to plan for their next steps in learning. However, there are still gaps in her knowledge and understanding of some aspects of the early years foundation stage requirements. Consequently, she does not maintain her practice to a consistently good level. The childminder evaluates her setting and her own practice. She has identified some weaknesses. For example, she aims to improve her teaching skills by attending more training. However, the childminder's self-evaluation of the setting is not fully effective in ensuring that all weaknesses are quickly identified and addressed. This reduces the impact of her efforts to improve the quality of children's experiences at the setting.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. The childminder gets involved in children's play. She promotes discussion appropriately to help develop children's communication skills. For example, when younger children play with colourful cooked spaghetti, she talks about the texture and teaches colours. However, children who speak English as an additional language do not routinely have opportunities to develop and use their home language as they plan and learn. Children attending her care are from various backgrounds and the childminder teaches them to respect each other. However, she does not typically provide resources and activities that reflect and value children's individual backgrounds and experiences. Children are able to concentrate and play harmoniously together. For example, they take turns when pressing buttons on musical toys, listen and then repeat the sounds they hear.

Personal development, behaviour and welfare are good

The childminder provides children with a welcoming and safe environment inside and outdoors. She knows how to deal with accidents and regularly updates her knowledge around health and safety. She ensures her first-aid kit is maintained to the required standards. Children settle quickly, feel secure and confident. All children behave very well. The childminder regularly praises children's efforts to boost their confidence and self-esteem. Children learn about the benefits of healthy lifestyles. For example, they receive healthy and nutritious food, follow good hygiene routines and regularly play outside. The childminder supports children make lots of choices and adapts teaching to follow children's ideas and interests.

Outcomes for children require improvement

Children develop some skills for their future learning. For example, they learn to socialise and communicate with each other, and gain mathematical skills appropriate to their age. However, they do not have enough opportunities to develop age-appropriate self-care skills at the earliest possible stage. For example, children are not encouraged to try and do things for themselves when they are getting dressed or washing their hands.

Setting details

Unique reference number	EY396704
Local authority	Hackney
Inspection number	1112139
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	19 May 2016
Telephone number	

The childminder registered in 2010. She lives in the Manor House area, in the London Borough of Hackney. She provides care from Monday to Friday, all year round.

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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