

# Childminder Report

**Inspection date**

12 December 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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 has not made sure she maintains an attendance register for the children at her setting.
- The childminder does not have a fully effective understanding of how to monitor and assess children's skills over time, to ensure they progress well in their learning. Children do not make the good progress they are capable of in readiness for school.
- The childminder does not fully seek opportunities to develop her professional skills and knowledge, to improve the quality of her teaching and raise outcomes for children.
- The childminder has not made effective use of systems to reflect on the quality of her service, to help her to identify areas where she needs to improve.
- At times, the childminder does not take opportunities to support children to follow their own ideas and support their creativity.

### It has the following strengths

- The childminder supports children's physical development well. She makes the most of opportunities for children to learn outside and children enjoy physical challenges.
- The childminder is warm, caring and develops strong trusting bonds with children in her care. She offers support and comforts children, who show they feel secure.
- The childminder promotes children's understanding of living healthy lifestyles. For example, she offers nutritious meals and encourages children to try new things.
- The childminder builds strong relationships with parents to support continuity in children's care and learning. Parents comment favourably on her service.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ maintain an accurate daily record of the names of the children looked after on the premises and their hours of attendance	26/12/2017
■ make use of ongoing professional development opportunities to target weaker areas of practice and raise the quality of teaching, learning and assessment	01/01/2018
■ improve arrangements for assessing children's skills and knowledge, to include the progress check for children aged between two and three years, to help plan challenging next steps in children's learning.	01/01/2018

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

- develop more effective systems for self-evaluation, to help identify areas of weakness and raise the quality of the service
- consider ways to support children to follow their own ideas and explore their creativity further.

### Inspection activities

- The inspector observed the children's learning and the childminder's teaching during a range of activities and jointly evaluated an activity with the childminder.
- The inspector spoke with children and the childminder at appropriate times during the inspection.
- The inspector looked at a sample of documentation, including the childminder's policies and the children's learning records.
- The inspector checked evidence relating to the childminder's suitability to work with children, and reviewed parents' written feedback made available during the inspection.

**Inspector**  
Shana Laffy

## Inspection findings

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

Arrangements for safeguarding are effective. The childminder understands her role in child protection and is able to recognise when a child may be at risk of harm. She values the importance of working with other professionals, to share relevant information and keep children safe. However, the childminder does not have a clear understanding of all requirements in relation to children's care and learning. As a result, there are a number of breaches, which affect outcomes for children. She has not implemented effective systems to evaluate her practice and prioritise any areas for development. Furthermore, the childminder does not seek appropriate opportunities to develop her professional skills and knowledge. However, she welcomes the feedback from others to help her progress. For example, she has sought recent feedback from her local authority adviser.

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

The quality of the childminder's teaching is variable. She interacts enthusiastically with children and joins in their play at appropriate times. She models language and words clearly, to support children's communication development. The childminder helps teach children about the wider world. For example, she points out familiar animals in books and helps children to remember familiar animal noises. However, at times, the childminder does not encourage children well enough to explore a range of materials, to develop their creative expression. The childminder observes children's play and shares her reflections with parents. However, she does not use this knowledge to assess children's skills in relation to their age, to ensure they are on track and identify any possible gaps in children's learning. Furthermore, the childminder does not fully understand how to complete the required check for children aged between two and three years old.

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

The childminder supports children to understand about fairness and children are kind to one another. They like joining in with daily routines and activities. For example, they enjoy outings to local stay-and-play groups and visits to the farm. The childminder supports children to try tasks for themselves and gain independence. For example, children learn to complete tasks independently and help to set things up before mealtimes. The childminder has failed to maintain a written record of the hours that children attend, as required. However, the impact of this breach is not significant because the childminder has some basic knowledge of children's attendance patterns.

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

Children show they are happy and confident to express themselves. They are interested in making marks and gain good small-muscle control. Children engage in pretend play and use the electronic till to buy food in their 'shop'. However, due to inconsistencies in teaching and assessment, children do not always make good enough progress in their learning and are not fully prepared for their future moves to school.

## Setting details

<b>Unique reference number</b>	EY491338
<b>Local authority</b>	Westminster
<b>Inspection number</b>	1023163
<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>	1 - 3
<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. She lives in the London Borough of Westminster. She operates from Monday to Friday from 7.30am to 6.30pm, for most of the year.

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