

Childminder Report

Inspection date

17 January 2018

Previous inspection date

28 July 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder has not met her responsibility to notify Ofsted of all members of her household. She does not have a good knowledge of the types of changes that need to be notified to Ofsted.
- Self-evaluation processes are not rigorous enough. The childminder recognises some of her setting's strengths and areas of weakness. However, she does not take swift action to make changes in practice and ensure that she meets all requirements.
- At times, the childminder does not consistently use the outdoor environment to provide more opportunities for children to enhance their learning experiences.
- The childminder sometimes does not plan her environment effectively to motivate children to explore a variety of activities independently, to extend their learning further.

It has the following strengths

- All children make good progress and develop the skills needed for their future learning. The childminder and her assistant have a good understanding of how children learn and they provide children with a good range of learning experiences overall.
- The childminder forms warm, caring relationships with children and supports their emotional needs effectively. Children are happy and confident.

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
■ provide the required information to Ofsted in a timely manner, to ensure the suitability of all household members can be determined	31/01/2018
■ improve knowledge and understanding of when and how to notify Ofsted of any significant changes to childminding circumstances.	31/01/2018

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

- improve self-evaluation processes to identify and swiftly target all areas of practice that require improvement
- review further the range of experiences offered outdoors to further enhance children's learning
- review the organisation of some resources to further support children's ability to make choices and to enhance their independent exploration while they play.

Inspection activities

- The inspector looked at a range of documentation, including risk assessments, children's records and the childminder's policies and procedures.
- The inspector viewed the parts of the premises used for childminding and talked to children at appropriate times.
- The inspector observed the interactions between the childminder, her assistant and the children and the activities they engaged in, and discussed some of these with the childminder.
- The inspector held discussions with the childminder about children's learning and about how she reflects on the quality of her service.
- The inspection took place following Ofsted's risk assessment process.

Inspector

Anneka Qayyum

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder has a suitable knowledge of child protection issues and knows how to report any welfare concerns. However, she has failed to inform Ofsted of the changes to the people living on the premises, and has not sent relevant information to enable Ofsted to complete all suitability checks. This breach of requirement does not have a significant impact as the household member does not have unsupervised contact with children. The childminder does not use her evaluation process effectively to target areas for improvement and breaches in requirements, although her teaching is good. She recognises the importance of professional development. She develops her skills effectively, and those of her childminding assistant, such as through training, to help provide children with good-quality learning experiences. The childminder monitors her assistant's teaching skills well, such as through observation, to recognise and address any areas of practice that need improving.

Quality of teaching, learning and assessment is good

The childminder provides good opportunities for children to develop their confidence and social skills, such as during outings to playgroups. She and her assistant support all children's communication skills particularly well, such as by modelling new words for children during activities, to help develop their vocabulary. She checks on children's abilities well. She observes regularly to find out what children can do and uses this information to successfully plan age-appropriate experiences. She monitors children's progress effectively to identify and address any gaps in children's learning. The childminder establishes effective partnerships with parents and other professionals to provide a consistent approach in supporting children's care and learning.

Personal development, behaviour and welfare require improvement

Weaknesses in leadership mean that the childminder has not fully considered children's well-being. However, she ensures that only vetted adults supervise children, which limits any impact on children's safety and welfare concerning suitability checks for household members. She deploys herself and her assistant well to ensure children are supervised and safe. Children behave well. The childminder and her assistant share their expectations with children, such as by praising good behaviour, to help them understand about acceptable behaviour. Children eat nutritious foods and learn how to be healthy. They benefit from being physically active, for example, as they use large apparatus.

Outcomes for children are good

All children, including those who have special educational needs (SEN) and/or disabilities, make good progress from their starting points and develop skills that support their next stages of learning. Older children communicate well and listen attentively. They develop good social skills, such as interacting with others confidently. Children learn to handle books carefully, talk about the pictures to tell the story and develop good early reading skills.

Setting details

Unique reference number	EY442806
Local authority	Waltham Forest
Inspection number	1121015
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 6
Total number of places	11
Number of children on roll	8
Name of registered person	
Date of previous inspection	28 July 2015
Telephone number	

The childminder registered in 2012. She lives in Chingford, in the London Borough of Waltham Forest. The childminder works each weekday, throughout most of the year. The childminder is registered to work with an assistant.

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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