

# Childminder Report

**Inspection date**

7 February 2018

Previous inspection date

22 January 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
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 complete frequent assessments of children's progress. Therefore, she is not able to plan for or monitor accurately their ongoing development to identify potential gaps in their learning. Not all children make good progress consistently.
- The childminder does not monitor or support her assistants' professional development effectively. She does not identify or plan for any underperformance to improve teaching skills and raise the standard of their practice.

### **It has the following strengths**

- The childminder and her assistants work closely with parents and children to help them settle. Children develop positive relationships with them. They turn to them for comfort when needed and invite them to take part in some of their games and activities.
- The childminder gives children a balanced range of tasty meals. They are encouraged to make choices about what they would like at snack time. Mealtimes are a social occasion and the childminder and assistants support children to feed themselves.
- Children have fun playing in the garden. They run and climb on large play equipment, developing their balance and coordination.
- Parents report that the provider and her assistants are welcoming. They talk about how polite they are and that they are always friendly. They describe how much their children like to attend the setting.

## 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:**

	<b>Due Date</b>
■ ensure that assessments of children's progress are undertaken frequently and the information used to identify and plan accurately for each child's next steps in learning	21/02/2018
■ put appropriate arrangements in place to monitor assistants' personal effectiveness and identify ongoing training needs to ensure consistently good-quality teaching.	21/02/2018

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and her assistants. She looked at relevant documentation and evidence of the suitability of persons living or working in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through the written feedback provided.

## Inspector

Ann Cozzi

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder and her assistants show a secure up-to-date understanding of child protection and know how to report any concerns. The childminder has carried out risk assessments of her home and implemented measures that help to protect children. The childminder appropriately deploys her assistants to provide children with close supervision, which helps to keep them safe. All assistants have a paediatric first-aid qualification, which means that children can receive appropriate treatment in the event of an accident. The childminder does not reflect on her assistants' professional development effectively. Consequently, she does not identify support to keep them updated with current childcare practice and to develop their understanding of how to promote children's good progress. The provider takes account of the views of parents, assistants and children, and sets action plans for future developments.

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

The childminder does not regularly assess children's progress. Consequently, she does not use what children know and can do to reflect and plan appropriate challenge for them. The childminder and her assistants, at times, limit children's free-play opportunities. They move the children from one activity to another regardless of their age or ability. Young children do not have opportunities to make decisions and choices about their play. Older children extend their vocabulary as they learn and sing simple songs and rhymes. Younger children enjoy drawing circles and lines, and excitedly tell assistants that they have drawn a car. Older children are able to write their name on their creations.

### Personal development, behaviour and welfare require improvement

The childminder supports parents to settle their children quickly. Children have regular outdoor activities that help support a healthy lifestyle and build on their physical skills. The childminder prepares a balanced range of meals for children, and follows hygienic practices. Young children at times do not fully engage in activities. For example, staff ask children to sit too long singing songs and rhymes, and do not help to extend their language. The childminder and her assistants do not support the younger children to extend and develop their own ideas and interests, such as looking at and exploring books. Older children engage in the activities the childminder and her assistants provide. The childminder seeks information about children's personal care from parents, which helps her and her assistants to meet their needs. Children are well-behaved. They enjoy positive attention, such as receiving an award sticker for their achievements.

### Outcomes for children require improvement

Children develop the basic skills to help them prepare for school. Young children observe their peers during activities but some are too difficult for their stage of development and they lose focus. Young children do not engage fully or join in conversations. Older children are confident and are keen to talk. They develop a range of physical skills. For example, they learn to use a pencil and to climb a ladder leading to a slide.

## Setting details

<b>Unique reference number</b>	EY396191
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	1085640
<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>	0 - 5
<b>Total number of places</b>	18
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	22 January 2015
<b>Telephone number</b>	

The childminder registered in 2009. She lives in Hainault, within the London Borough of Redbridge. She operates all year round, from 7.30am until 6pm on Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants.

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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