

# Childminder Report

**Inspection date**

5 March 2018

Previous inspection date

26 May 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		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 accurately assess children's learning to plan precisely for their next steps. Consequently, children do not receive the support they need to help them to make the best possible progress in their learning and development.
- The childminder does not have effective partnerships with parents to ensure learning assessments are shared. She is not routinely encouraging parents to contribute to their children's learning and development.
- Continual professional development is not actively in place for the childminder to keep up to date with changes. She does not identify areas for improvement in her practice or provision.

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

- Children settle quickly and enjoy attending. They form a strong bond with the childminder and her assistant. The childminder is very caring and promotes children's emotional well-being effectively.
- The childminder has a secure understanding of how to protect children from harm and she completes effective risk assessments to keep children safe.
- The childminder shares information daily with parents about children's care needs.
- The childminder and her assistant manage children's behaviour positively and are good role models for them.

## What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> <li>improve the observation and assessment of children's learning to obtain an accurate understanding of each child's level of achievement, interests and next steps, and use this information to shape learning experiences that are tailored to meet the individual needs of each child</li> </ul>	26/03/2018
<ul style="list-style-type: none"> <li>provide opportunities for parents to contribute to the assessment process when children start and to support their children's ongoing development and progress.</li> </ul>	26/03/2018

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

- make better use of the self-evaluation process to ensure continual development occurs and is monitored, to improve teaching skills, the provision and the outcomes for children.

## 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 assistant. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.

**Inspector**  
Susan Riley

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder and her assistant know the signs that might indicate a child's welfare is at risk and they understand how to report any concerns to the appropriate authorities. The childminder expresses good expectations for her standard of care and has attended a variety of training programmes in the past. However, she has not proactively kept her understanding up to date or developed new skills. The childminder seeks the views of parents to ensure they are happy. However, she does not evaluate successfully to identify and make changes that benefit children and there are some weaknesses in her practice. The childminder ensures that she and her assistant maintain a current paediatric first-aid certificate and she monitors her assistant's practice.

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

The childminder gives children choices within play and provides a range of resources for them to access and investigate. Children are happy and enjoy exploring independently in an environment that they find interesting. However, the childminder does not challenge children appropriately to extend their learning. This means that children do not make the progress of which they are capable. For example, children attempt to do a jigsaw puzzle that is too difficult for their age and stage of development. They are unable to complete it and so they do not gain a sense of achievement. Children enjoy practising mark-making skills. Although the childminder gains some information from parents when children join, she does not obtain details about their interests and existing skills to help her to plan ways to help them make the best possible progress from the outset. Furthermore, she does not successfully share information with parents about their children's ongoing progress or encourage parents to extend their children's learning at home. Children are encouraged to learn about their similarities and differences and about diversity in the wider world.

### Personal development, behaviour and welfare are good

The childminder encourages children to be active and healthy. For example, she provides tasty and nutritious meals, and ensures they have fresh air each day. The childminder ensures that children have opportunities to socialise with other children and adults. For instance, she takes them to activity sessions at the local playgroup. Children behave well. They are polite and they are developing independence and self-awareness. The childminder effectively offers praise and encouragement, helping to build their sense of self-esteem. There are suitable arrangements for children to rest and sleep.

### Outcomes for children require improvement

Although children generally achieve in line with typical expectations for their ages, the weaknesses in the quality of teaching mean that they do not all make the progress of which they are capable. Despite this, young children are inquisitive, self-motivated and show a positive attitude towards learning. They are developing a range of skills and knowledge in preparation for school. Children's physical skills are developing well and they are learning to communicate their needs.

## Setting details

<b>Unique reference number</b>	146895
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	1089733
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	26 May 2015
<b>Telephone number</b>	

The childminder registered in 1997. She lives in Walthamstow, in the London Borough of Waltham Forest. The childminder operates all year round from 8am to 6pm from Monday to Friday, except for bank holidays and family holidays. She works alongside her husband, who is her assistant.

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