

Childminder Report

Inspection date

5 March 2018

Previous inspection date

23 September 2014

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		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 effectively assess children's learning to accurately plan activities that interest and challenge them appropriately. Therefore, she does not identify gaps in children's learning and development.
- Although the childminder makes some evaluation of her practice, she does not always do so effectively to help her develop her teaching further. She does not include the views of all parents and children to fully support her continuous improvement.
- The childminder does not consistently gain detailed information from parents about children's developmental starting points and their ongoing achievements at home. She does not keep parents updated regularly about the progress children make in their learning.

It has the following strengths

- The childminder provides a welcoming environment. Children have easy access to a range of resources and equipment that reflects their individual needs and interests.
- Children feel safe and secure in the childminder's care. They know that she is there to support them emotionally and they confidently look to her for comfort. For example, children go to the childminder for cuddles to show affection.
- The well-qualified childminder helps children to manage their feelings and behaviour effectively. For example, she acts as a positive role model and sets clear boundaries for children to follow. Children behave well.

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"> develop the use of assessments to identify children's learning and stages of development and use the information to plan challenging and enjoyable learning experiences to help all children make progress 	05/06/2018
<ul style="list-style-type: none"> keep parents informed of children's progress to support consistency in children's learning and development. 	05/06/2018

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

- develop self-evaluation to identify areas to further improve teaching and outcomes for children, and include the views of parents and children
- gather information about a detailed starting point from parents for each child, to support planning for children's individual needs.

Inspection activities

- The inspector observed the childminder with the children.
- The inspector viewed the areas of the home used for childminding.
- The inspector spoke with the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector sampled documents, policies and children's learning records.
- The inspector discussed the childminder's self-evaluation. She discussed childcare practices with the childminder.

Inspector
Jane Rushby

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder has begun to evaluate her setting, but she does not fully involve parents and children. She does not identify all areas to improve her practice and teaching further. Safeguarding is effective. The childminder understands her responsibility to keep children safe and the procedures to follow to protect them from harm. The childminder completes risk assessments to identify and address potential hazards. She ensures her assistant understands his responsibility to promote children's welfare and she monitors this aspect of his role. The childminder makes good links with other settings that children attend, to ensure consistency in children's learning. She talks to other childminders to keep most of her practice up to date.

Quality of teaching, learning and assessment requires improvement

The childminder carries out some observations and assessments of children's progress. However, she does not clearly identify their next steps and any emerging gaps in their development. This means she does not always target activities well enough to extend their learning. The childminder does not encourage parents to contribute to assessments of children's starting points to help target her planning from the outset. She does not encourage parents to talk about their children's learning at home. However, the childminder interacts with children and joins in with their play. For example, she talks with children as they play and repeats and models the correct use of words to help promote their emerging communication and language skills. The childminder supports children's mathematical development appropriately. For instance, she teaches children new words to compare the size of objects. Children enjoy listening to stories which they select from a range of books. They have fun as they explore their surroundings.

Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management mean children do not always enjoy the highest level of well-being. However, children form strong emotional attachments to the childminder. The childminder uses the local environment well to provide children with daily fresh air and exercise, such as when they visit local parks. She teaches children how to keep themselves safe, for example, when crossing busy roads on outings. The childminder promotes children's good health. She works with parents to ensure that children enjoy a balance of healthy meals and snacks. Children enjoy consistent praise from the childminder in celebration of their achievements.

Outcomes for children require improvement

Weaknesses in assessment mean that the childminder does not consistently help children to make the good progress that they are capable of. However, they do gain some skills to prepare them for the next stage in their learning. Children make choices to help support their independence as they choose toys that they would like to play with. For example, they are confident to use the resources the childminder provides, such as using a remote control car and building with the bricks.

Setting details

Unique reference number	EY400060
Local authority	Waltham Forest
Inspection number	1071212
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	23 September 2014
Telephone number	

The childminder registered in 2009. She lives in the Chingford area, in the London Borough of Waltham Forest. The childminder operates Monday to Friday from 8am until 6pm, all year round, except for bank holidays and family holidays. She holds an appropriate early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children. She works very occasionally with an assistant.

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