

Childminder Report

Inspection date

21 March 2018

Previous inspection date

3 September 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		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 quality of the childminder's teaching is variable. She does not consistently motivate and inspire children to learn through their play. Some activities she plans and provides are too adult directed. Consequently, children do not make enough progress in their learning.
- The childminder does not gather detailed information from parents about their child on entry, or make the best use of her ongoing observations and assessments of children to quickly narrow gaps in their learning.
- The childminder does not offer the best possible support for children who speak English as an additional language to help them communicate with others.
- The childminder does not focus enough on her professional development or have a good enough overview of her teaching, assessment and planning to evaluate the impact on children's learning.

It has the following strengths

- Children happily explore the wide range of toys accessible to them.
- There are warm and secure attachments in place between the children and the childminder.
- Children's behaviour is good. They learn how to share toys and take turns. The childminder helps the children to be polite and courteous. She praises them on their achievements to help to support their emotional well-being.
- Parents' written comments are positive about the service that the childminder provides.

What the setting needs to do to improve further

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

	Due Date
■ raise the quality of teaching and interactions with children and consistently plan challenging and enjoyable learning experiences, that focus on what they need to learn next to secure their progress	21/04/2018
■ make better use of observations and assessments to quickly identify children's individual levels of achievement, interests and learning styles and to focus on ways to suitably challenge them and quickly narrow any gaps in their learning.	21/04/2018

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

- provide greater support for children who speak English as an additional language to enable them to make more rapid progress in their ability to communicate with others
- gather in-depth information from parents about children's prior achievements at home
- strengthen the way in which reflection is used, with particular regard to professional development to identify and target ways to raise the quality of teaching, planning and assessment and evaluate the impact on children's learning.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector and childminder jointly evaluated an activity together.
- The inspector held discussions with the childminder and children during the inspection.
- The inspector took account of the views of parents from the written comments provided.
- The inspector looked at relevant documentation, such as evidence of the suitability of those living on the premises and the qualifications of the childminder.

Inspector

Judith Rayner

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder does not reflect in enough depth to evaluate the impact of her teaching on children's learning. Nevertheless, the childminder has a basic overview of children's progress to support some of their learning and development. The childminder does not work effectively with parents to gather information about children's abilities on entry quickly enough. Consequently, initial assessments on children's learning are not clear to help the childminder plan activities to support children's progress in their learning and development. Safeguarding is effective. The childminder has completed recent child protection training to help her to keep her knowledge updated about the wider aspects of current safeguarding procedures. The childminder knows who she must contact if she has a concern about a child in her care.

Quality of teaching, learning and assessment requires improvement

Although the childminder is experienced, the quality of her interactions with children to support, challenge and extend their interests and learning is variable. She does not use her observations of children in their play, or quickly adapt her teaching to support individual children well enough, to help them learn as much as possible. For example, when children show an interest in small-world play, the childminder encourages the children to move away from the activity and try her planned activity. As a result, children quickly lose interest and miss many opportunities to enhance their learning. That said, sometimes the childminder interacts with children in a purposeful way. For example, very young children enjoy stories being read to them and join in with action rhymes to help support their literacy skills. However, the childminder does not help children who speak English as an additional language as well as possible, to learn new words and to communicate with others.

Personal development, behaviour and welfare require improvement

Weaknesses in planning, assessment and teaching mean that children are not always well supported in their development. Children have access to a wide range of activities and experiences, however, they are not always motivated or inspired to play and learn. Children's health is promoted well. Children know to wash their hands before eating. They enjoy healthy snacks of fresh fruit and learn to cut up their fresh banana independently. The childminder keeps parents updated about their child's day.

Outcomes for children require improvement

Planning, assessment and teaching is not sufficiently well focused to help every child to reach their full potential, including those who speak English as an additional language. Children do not make enough progress. That said, children are learning some basic skills in readiness for school. Children independently explore the toys. They make marks on different surfaces using chalks and pens. Children spend time developing their social skills. The childminder takes the children to the local community play sessions to play with children of a similar age. Children learn to share and take turns.

Setting details

Unique reference number	122869
Local authority	Wandsworth
Inspection number	1126788
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	3 September 2015
Telephone number	

The childminder registered in 1977 and lives in Battersea, London. She operates all year round from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children.

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