

Childminder Report

Inspection date

6 June 2018

Previous inspection date

10 November 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:

- Children do not make good progress from their starting points and are not best prepared for starting school. Although the childminder completes observations and assessments on children, these do not always identify the most pertinent gaps in progress. Neither are they always accurate.
- The childminder's quality of teaching and her planning for children's progress are not consistently good. Activities are not always pitched at a level appropriate for each child. Planning is not focused sharply enough on mathematics and literacy for older children.
- The childminder does not make good use of self-evaluation to identify and target her professional development needs. She has not addressed the weakness raised at the last inspection for developing knowledge and skills to support children learning English as an additional language. These children are not making rapid enough progress.
- The childminder shares no information about children's progress and development with the nursery settings children attend. Not all parents are sufficiently informed about children's progress or involved in planning for children's next steps in learning.

It has the following strengths

- Children benefit from having good access to fresh air and physical exercise each day. They also enjoy taking part in local community group activities where they learn to socialise and be part of a bigger group of children.
- The childminder has suitable strategies and procedures in place to keep children safe in the home and on outings. She gives good attention to fire safety.

What the setting needs to do to improve further

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

	Due Date
■ evaluate observations more thoroughly and use this information to ensure that assessments are accurate, clearly identify any gaps in progress and support children needs, involving parents and other settings children attend, to help children make good progress	25/06/2018
■ improve the quality of teaching to provide children with more developmentally appropriate activities and opportunities to make good progress and achieve their potential, paying particular regard to supporting speech and language	25/06/2018
■ develop good teaching skills for supporting children's communication and language, and especially those learning English as an additional language.	25/06/2018

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

- plan more specifically for older children's progress in mathematics and literacy
- make better use of self-evaluation to improve the quality of teaching and learning.

Inspection activities

- The inspector observed children engaged in play and learning indoors.
- The inspector looked at the childminder's range of play and learning resources and equipment, and observed the suitability of the premises.
- The inspector sampled a range of documentation, including children's records and evidence of the childminder's suitability. The inspector discussed the childminder's self-evaluation with her.
- The inspector discussed the childminder's practice with her and the impact of her engagement with children.
- The inspector sought and took account of the views of parents.

Inspector

Amanda Tyson

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder has a suitable knowledge of the possible signs of abuse and neglect, and the procedures to follow if she is concerned. However, she does not reflect on her practice or focus on professional development effectively. For example, she has not fully addressed previous recommendations raised. Nonetheless, the childminder is now looking at training options that will fit in around her working hours and family commitments. She has attended, with the children, an introduction to forest school teaching and is keen to learn more about this. The childminder receives nursery education funding for some children. However, when children's attendance is poor she does not do enough to encourage parents to make the most of the early years support their children need.

Quality of teaching, learning and assessment requires improvement

The quality of the childminder's observations and assessments is variable. She does not use the information she gains to accurately identify gaps in learning, such as those in mathematics and literacy for older children. The quality of her activity planning and teaching is variable. For example, she takes children on outings to the zoo and to visit the pet shop to support their interest in animals. Toddlers learn the names of different animals and what sounds they make. However, the childminder does not always put enough thought into the planning of activities indoors. On the day of inspection, she provided toddlers with cake cutters and rolling pins to use with play dough. However, toddlers found these too difficult to use and so lost interest. The childminder does not always step in to model correct language. For example, when toddlers call a rolling pin a 'roll roll', the childminder replies using the same term. She asks children questions, but this is often in a testing way rather than playfully when they are engaged in pretend play.

Personal development, behaviour and welfare require improvement

The childminder does not effectively share information with all parents and other settings about children's well-being to support continuity. Nonetheless, most children are keen to attend and establish strong emotional attachments with the childminder. The childminder attempts to address children's worries. For example, she uses a safety gate to separate her dog from anxious children. The childminder is patient and speaks kindly to children. She successfully teaches them to share and take turns, and they behave well for their age. The childminder makes good use of the local and wider area to promote diversity.

Outcomes for children require improvement

Children who are learning English as an additional language are not being well prepared for school. They do not attend regularly enough to make the necessary progress in their spoken English. Toddlers develop their hand skills. They manipulate dough and use pencils and crayons to make marks. Children develop independence, for example, they use forks and spoons to eat lunch. They use language to express themselves, although the childminder does not help them enough with pronouncing accurate speech sounds.

Setting details

Unique reference number	EY435941
Local authority	Surrey
Inspection number	1131623
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	10 November 2015
Telephone number	

The childminder registered in 2011 and lives in Leatherhead, Surrey. She operates Monday to Friday, throughout the year, between 7am and 6.30pm.

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