

Childminder Report

Inspection date	19 June 2018
Previous inspection date	30 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 childminder fails to maintain consistent records of children's attendance.
- The childminder does not assess children's learning precisely enough. Children do not consistently have access to suitable play materials and experiences that reflect all areas of learning, including moving them on to the next stage of their development. This delays children from making good progress from their starting points.
- The childminder does not consistently build on her professional knowledge or fully evaluate the service that she provides. This hinders her ability to improve children's experiences and raise the quality of her provision further.
- The childminder does not fully exchange detailed information about children's learning and development with other settings that children also attend, to help build a consistent approach.
- The childminder misses opportunities to gain detailed information from parents about what their children know and can do when they first start, to enable her to plan appropriate learning experiences promptly to support children's progress.

It has the following strengths

- Children are happy and settled in the care of the childminder. She is attentive of their personal care needs.
- The childminder promotes children's good health. She provides healthy and nutritious meals and snacks.

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:

	Due Date
<ul style="list-style-type: none"> ■ maintain a consistently accurate daily record of the names of children and their hours of attendance 	19/06/2018
<ul style="list-style-type: none"> ■ plan and provide a suitable range of activities and experiences across all areas of learning, which reflects children's stage of development and promotes their learning needs 	31/07/2018
<ul style="list-style-type: none"> ■ improve the assessment procedures for every child to ensure this is accurate and specific to their individual needs and stage of development. 	31/07/2018

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

- develop self-evaluation processes to address all areas of weakness, including gaps in professional knowledge, to drive improvement and achieve better outcomes for children
- exchange more-detailed information about the development of children with other settings they also attend, to help promote a consistent approach to children's learning and development
- improve further opportunities for parents to share information about their children's learning from home, particularly to support children when they first start.

Inspection activities

- The inspector observed the childminder interacting with children, and observed how she supports children's development.
- The inspector observed with the childminder how the children play in the childminder's home.
- The inspector held discussions with the childminder. She looked at a range of play materials and areas of the home used for children's care.
- The inspector looked at a range of children's records, and policies and procedures shared with parents.
- The inspector took account of the views of parents.

Inspector

Shaheen Belai

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder has an adequate awareness of how to respond to any concerns she may have about the welfare of a child in her care. However, she does not meet all safeguarding and welfare, and learning and development requirements. For example, she fails to maintain an accurate record of children's attendance. Her lack of knowledge of assessment requirements prevent her from identifying and monitoring children's individual learning needs effectively. The childminder does not prioritise or address areas for improvement. As a result, challenging targets to secure continuous improvement are not set or monitored. Recommendations raised at the last inspection have not been addressed fully to improve learning outcomes for children of all ages. However, parents are kept informed about their child's day through various methods, such as the daily diary. The childminder has supported her assistant to complete safeguarding training and a paediatric first-aid course. This helps to contribute to children's welfare and well-being.

Quality of teaching, learning and assessment requires improvement

The childminder has some awareness of children's individual learning. She generally tracks children's developmental progress, by using tracking sheets to record children's skills. However, she does not engage parental participation from the start to allow them to provide useful and relevant information about their children's starting points. In addition, the childminder does not assess children's actual learning accurately through regular and robust observations and assessment. Play materials are limited in range and do not support children to make good progress in all areas of their development. Children make do with what is offered to them, for example, they enjoy playing with shakers and handling large blocks.

Personal development, behaviour and welfare require improvement

There is a close bond between the children and the childminder, for example, young infants are happy to be held in the childminder's arms before going to sleep. In general, children have some opportunities to learn about personal care and personal safety. For example, the childminder cleans young children's hands with a flannel before they handle food, and some children are included in the occasional evacuation drills she practises. Children have regular outings in the community and opportunities to socialise with other children, such as when they attend community groups. Children behave well and receive positive praise and recognition for their achievements.

Outcomes for children require improvement

Children generally develop the basic skills to support their future learning, and move on to school. For example, they learn to develop their language skills and be physically active. However, not all children's learning and development are supported as effectively as possible to help them make the best possible progress.

Setting details

Unique reference number	EY399565
Local authority	Waltham Forest
Inspection number	1119723
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	30 September 2015
Telephone number	

The childminder registered in 2009. She lives in Highams Park, in the London Borough of Waltham Forest. The childminder cares for children Monday to Friday from 8am to 6pm, throughout most of the year. The childminder is registered to work with an assistant.

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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