

# Childminder report

<b>Inspection date</b>	22 August 2018
Previous inspection date	16 July 2014

<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 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

### **The provision requires improvement. It is not yet good because:**

- The childminder lacks an understanding of the requirement to carry out a progress check for children at age two years, and has failed to do so. She does not provide parents with the required written summary or use this to identify any gaps in children's learning.
- The childminder does not use assessment to focus planning sharply enough to identify individual children's next steps in learning. She does not prioritise her teaching on the areas where children need the greatest support to make consistently good progress.
- Partnerships with other providers children attend are not fully effective, to support consistency in children's learning even further.

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

- Children are happy in the environment. The childminder provides them with a good range of play resources, which they are able to choose from freely throughout the day.
- The childminder shares warm and close relationships with children and babies. She meets their physical and emotional needs well. Children show they feel secure in the childminder's care. They enjoy cuddles and talk confidently about their own experiences.
- The childminder gives the children and babies lots of praise and encouragement, which helps to boost their self-esteem and confidence.
- The childminder is effective at supporting children's and babies' early communication and language skills. For example, she clearly emphasises key words to help enhance their understanding and speaking skills.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve knowledge of what is required to review and check children's progress when they are aged between two and three years, and provide parents with a written summary of their children's development	22/11/2018
ensure that assessment and planning focus on what children need to learn next, to support them to make consistently good progress.	22/11/2018

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

- explore ways of working with other providers more effectively to improve the consistency in the children's learning.

### Inspection activities

- The inspector observed children during their play.
- The inspector observed children and the childminder interacting and discussed children's learning and development.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector looked at children's records and evidence of the suitability of the childminder and her qualifications.
- The inspector reviewed written feedback from parents of the children attending.

### Inspector

Kimberley Luckham

## Inspection findings

### Effectiveness of leadership and management requires improvement

The childminder does not use assessments of children's learning and development to monitor their ongoing progress effectively or plan precisely for their future learning. This limits the progress children make when with her. The childminder evaluates the provision and includes the views of parents and children to help identify some areas for further improvement. For example, opportunities for children to role play have been extended to help develop the children's imaginations. The childminder has attended some training, which has raised her knowledge of safeguarding children, and she has updated her first-aid knowledge. The arrangements for safeguarding are effective. The childminder recognises the possible signs of abuse and knows whom to contact should she have cause for concern about the welfare of a child. She undertakes regular checks of the environment and takes appropriate steps to ensure it remains safe for children.

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

The childminder has some knowledge and understanding of how to support children's learning and development. However, she does not plan focused activities consistently enough on what children need to learn next, to help them make the best possible progress they can. The childminder does not complete the progress check for children between the ages of two and three years to review their progress promptly or provide parents with a written summary. The childminder shares information about the children's individual interests and care needs with parents. Parents value the bond the childminder has with their children and appreciate her support. The childminder supports children's mathematical skills throughout their play experiences. For instance, she encourages children to count as well as consider and compare different sizes.

### Personal development, behaviour and welfare are good

Children develop a good understanding of diversity beyond their immediate family. For example, the environment has positive cultural images, books and role-play resources for the children to explore. Children are well behaved, and the childminder encourages them to use good manners. They have a good understanding of sharing and taking turns with their friends and show kindness and consideration towards each other. The childminder effectively promotes good hygiene. For instance, children enjoy independently following hygiene routines such as handwashing.

### Outcomes for children require improvement

The lack of close monitoring of children's development means they are not supported to make the most progress possible while in the childminder's care. For instance, activities lack challenge and teaching does not focus on what they need to do next. However, children do learn some skills that they will need for the next stage in their learning. For example, they identify their own name and start to make attempts at early handwriting. However, children are not challenged or shown how to use an effective pencil grip to help enhance their writing and literacy skills. Children attend playgroups and explore the local environment with the childminder. This helps develop their social skills successfully.

## Setting details

<b>Unique reference number</b>	EY456660
<b>Local authority</b>	Kent
<b>Inspection number</b>	10060835
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	16 July 2014

The childminder lives in Herne Bay, Kent. She offers care from Monday to Friday, throughout the year.

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