

Childminder report

Inspection date	22 November 2018
Previous inspection date	15 December 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires improvement	3
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

This is a provision that requires improvement

- The childminder does not regularly assess children's progress. She has a general understanding of what they can do. However, the childminder's knowledge is not precise and she does not have clear plans in place to support children's progress further in all areas of learning. Children make steady progress, but they are not well challenged and are capable of achieving more.
- The childminder does not effectively involve parents or others involved in children's early education in reviewing and planning for children's progress.
- The childminder does not fully consider or effectively support the range of possible learning outcomes within planned activities and spontaneous situations. She does not fully evaluate what she observes to identify ways to extend children's learning or continually build on their experiences and interests.
- The childminder does not use self-evaluation effectively and make the most of professional development opportunities to identify and address weaknesses in practice.

It has the following strengths

- The childminder consistently promotes good hygiene. She is particularly successful in encouraging toilet training. She teaches children how to keep themselves safe, for instance, if they are approached by an off-lead dog in the park, or in the event of a fire.
- Children form affectionate and trusting relationships with the childminder. They are very happy and settled in her care, develop good social skills and behave very well.
- The childminder ensures children engage in a good range of exercise and outdoor play experiences. For example, children visit soft-play centres, play parks with challenging apparatus and attend a weekly music-and-movement group session.

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 use of assessment to identify precisely children's stage of development and next steps for learning, and share this information with parents and others involved in supporting children's early education, to enable them to provide consistent support at home.	20/12/2018

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

- plan and evaluate activities more thoroughly to identify varied learning opportunities and ways to extend children's learning, continually building on their interests and experiences
- develop the use of self-evaluation to identify and carefully target professional development to raise the quality of teaching and outcomes for children.

Inspection activities

- The inspector observed the children's 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 took account of the views of parents which were available in writing.

Inspector

Amanda Tyson

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. The childminder has good knowledge of the possible signs of abuse and neglect, and the procedures to follow if she is concerned about a child's welfare. She makes good use of risk assessment to help keep children safe, for instance, on outings. However, there has been a decline in the quality of her teaching practice since the last inspection. For example, she does not have effective systems in place to assess and track children's progress and plan for their ongoing development. The childminder does not make effective use of self-evaluation and professional development to identify and address gaps in her teaching practice. The childminder works in partnership with parents and the nursery and school settings some children attend, to support their well-being, but this communication does not include children's learning progress and needs.

Quality of teaching, learning and assessment requires improvement

The childminder has some knowledge of children's abilities and progress, and how to support them. For example, she recognises their good communication and language skills and engages them in conversation to support their steady progress. However, the childminder is not secure in her knowledge of their progress in less obvious aspects of learning, such as shape or colour. She does not fully consider children's level of understanding and provide them with explanations to help them make sense of what they are doing, such as when they create bauble and reef prints using potatoes and brushes. The childminder does not identify children's next steps for learning, so activities do not fully support their ongoing progress.

Personal development, behaviour and welfare are good

Children feel very much valued by the childminder. She praises them frequently and they show high levels of self-esteem. For example, children proudly show visitors their completed artwork. Children learn to share and take turns, contribute to group discussions and become familiar with diversity as they take part in community group activities. The childminder teaches children how to manage their own personal care and promotes good hygiene very well. For example, children know the importance of covering their mouth when coughing and for washing their hands before snack time.

Outcomes for children require improvement

Emotionally, children are well prepared for starting school. They also develop good levels of practical independence. For example, children learn to manage their own toileting and to put on their coats and shoes. Children use pencils to colour in templates. Children articulately express themselves. However, although very able children make steady progress, they are capable of making much better progress. They are not sufficiently challenged in mathematics, literacy and their understanding of the world.

Setting details

Unique reference number	EY397231
Local authority	Surrey
Inspection number	10079668
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	15 December 2017

The childminder registered in 2009. She lives in Addlestone in Surrey. The childminder has an appropriate early years qualification at level 3. She works all day on Monday to Friday, all year round. The childminder works with an assistant.

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