

Childminder report

Inspection date	12 December 2018
Previous inspection date	1 September 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Met	
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 make effective use of observation and assessment to monitor children's progress and plan precisely for their next steps in their learning.
- The childminder lacks knowledge and understanding of the learning and development requirements and this has a negative effect on the quality of her teaching.
- The childminder does not evaluate her provision effectively and she does not seek the views of parents and children to help her identify her strengths and areas for improvement.

It has the following strengths

- The childminder forms close relationships with children and their families. Children settle well and are happy and content. Parents are pleased with the care given to their children. The childminder shares important information with parents regarding children's care and routines.
- Children are safe in the childminder's care. She carries out rigorous risk assessments of areas where children play and is vigilant and conscientious about keeping them safe.
- The childminder provides a variety of books and play resources appropriate to the ages of the children. She uses the internet and technology devices to help support their learning and carefully monitors the content.

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
ensure that assessments of children's learning are precise to accurately identify their levels of achievement to inform planning and challenge them to make good progress in all areas of learning	15/01/2019
ensure a thorough knowledge and understanding of the learning and development requirements, raise the quality of teaching to a consistently good level and continually improve activities and experiences offered to children.	15/01/2019

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

- make better use of ongoing self-evaluation, and seek the views of parents and children to accurately identify areas that will help to improve the provision.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector held a discussions with the childminder and spoke to children.
- The inspector took account of the views of parents by speaking with them during the inspection.
- The inspector looked at relevant documentation, such as children's daily diaries, attendance records, policies and procedures.

Inspector

Jenny Forbes

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder keeps a daily diary of children's care routines and how she promotes the areas of learning. However, she does not accurately monitor children's progress to enable her to plan effectively to meet their individual learning needs. She has not updated her knowledge of the learning and development requirements for some time. Although the childminder reads relevant publications, she does not actively seek training opportunities to help her to develop her skills and keep her knowledge up to date. The childminder speaks to parents every day about their children's development but she does not seek their views about the quality of her service. Her self-evaluation is not rigorous enough to help her to identify the strengths and weaknesses of her provision. Safeguarding is effective. The childminder demonstrates a wide knowledge of safeguarding matters. She understands her role in protecting children from harm and she knows who to contact if she has a concern.

Quality of teaching, learning and assessment requires improvement

The childminder generally understands what children need to know. She observes them as they play. However, her observation and assessment of children's learning are not precise enough to accurately identify what they need to learn next. She does not plan activities to purposefully meet their individual needs. The childminder knows what children like to do and provides activities that help them to learn basic skills. For example, she provides coloured building blocks for children to make a tower. They enjoy counting the blocks and identifying the colours. The childminder promotes children's communication and language skills well. She talks to them about things they enjoy and she asks them questions and waits for their answers. The childminder sings songs with children and helps them to learn rhymes.

Personal development, behaviour and welfare are good

The childminder provides a warm and homely environment where children feel safe. She is kind and reassuring. Children go to her frequently for cuddles and their behaviour is good. The childminder sets consistent boundaries for children and encourages them to share and take turns. She is sensitive to children's physical care needs. For example, she knows when they feel tired and need to sleep. The childminder provides children with a healthy diet. She discusses their care routines with parents. For instance, they talk about ways to help young children when they are teething. The childminder teaches children good hygiene routines and how to stay healthy. She takes them out every day to a local park where they practise their physical skills on the apparatus and learn how to stay safe outside. Children enjoy planting seeds in the childminder's garden and visiting her allotment. They learn about the natural environment outdoors.

Outcomes for children require improvement

Weaknesses in teaching and assessment mean that children do not make good enough progress from their starting points. They learn some of the basic skills they need to prepare them for school, such as letters and numbers. Children learn to recognise shapes and they enjoy looking at books and listening to stories. Children are independent. They are able to put on their coats and shoes and tidy away their toys.

Setting details

Unique reference number	EY459843
Local authority	Essex
Inspection number	10083341
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	1 September 2014

The childminder registered in 2013. She lives in Chigwell, Essex. The childminder operates from Monday to Friday, from 8am to 6pm, all year round, except for bank holidays and family holidays.

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