

Childminder report

Inspection date	15 February 2019
Previous inspection date	8 March 2016

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

This is a provision that requires improvement

- The systems used for the tracking and monitoring of children's development are not used effectively to swiftly identify potential gaps in their learning or to help them make the best possible progress.
- The childminder does not evaluate her provision rigorously enough, to help her identify areas for improvement and consistently raise the outcomes for children.
- The childminder does not gather detailed information from parents about what children can and cannot do when they first start, to plan for more challenging next steps in their learning.
- The childminder does not plan well for her own professional development, to continuously raise her knowledge and understanding to higher levels.

It has the following strengths

- Children have loving and secure bonds with the childminder. They display a good sense of belonging and are happy and settled.
- Children show increasing levels of concentration and a determination in persevering with tasks. They access resources independently to make their own choices.
- The childminder helps children to learn about the wider world around them to build on their social skills. They go on many outings and attend playgroups to learn to share and play well with others.

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
use more effective systems for the tracking and monitoring of children's development, to swiftly identify potential gaps in their learning and help children to make the best possible progress.	15/03/2019

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

- use self-evaluation more rigorously to identify areas for improvement, to consistently improve the quality of all areas of the provision and the outcomes for children.
- gather more initial information from parents about what children can and cannot do when they first start, to plan for challenging next steps in their learning
- precisely plan for more professional development opportunities, to raise knowledge and understanding to even higher levels.

Inspection activities

- The inspector toured the areas of the home used for the childminding provision and took into account the views and comments of parents.
- The inspector sampled a range of documentation, including suitability checks, policies and procedures.
- The inspector observed the interaction of the childminder and the children, and the impact the teaching has on children's learning and development.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection. The inspector also discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The inspector spoke to the childminder about her professional development and how she evaluates her provision.

Inspector
Gwen Andrews

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder has an appropriate understanding of her role. However, she does not effectively evaluate her provision to help her identify areas for improvement, including planning for her own professional development or raising outcomes for the children in her care. The childminder uses good risk assessments when at home and on outings to help to provide a safe environment for children. Safeguarding is effective. The childminder understands how important it is to remain vigilant towards the protection of children. She can confidently explain how she would identify potential signs of abuse and the procedures she would use to report any concerns for a child's welfare.

Quality of teaching, learning and assessment requires improvement

The childminder provides a good range of resources and activities to support children's learning. However, she does not closely monitor or track children's progress to swiftly recognise potential gaps in their development. Although the childminder can identify children's achievements, she does not sharply observe their learning to implement challenging next steps. The childminder speaks to parents daily to keep them informed on children's routines and well-being. However, she does not gather enough detailed information when children first start, to ascertain what they can and cannot do. Children are motivated and engaged learners. They concentrate well when completing craft activities as they use coloured beads to create their own patterns. The childminder supports the communication and language of children. She is skilful in providing more prompting questions for older children to increase their thinking skills and adapts her practice effortlessly to support new vocabulary in much younger children.

Personal development, behaviour and welfare are good

The childminder is a good role model who consistently helps children to learn about boundaries and her expectations for them. Children have many opportunities to build on their physical development, for example during visits to the park or on their daily dog walks. The childminder constantly praises children to help them build positive self-esteem. Older children proudly discuss the wooden objects they make in their weekly forest school classes. They recall how they use a hammer to bang in the nails and are forming their own awareness of keeping themselves safe when using a range of equipment. Younger children explore with natural and textured resources to help them have more sensory experiences in their play.

Outcomes for children require improvement

Children enjoy their time at the setting. They are kind, patient and have lots of time to explore, to help them become curious learners. Weaknesses in the monitoring of children's development do not help them make the very best possible progress. Nevertheless, children are gaining some of the skills they require for the next stages in their learning or their eventual move on to school.

Setting details

Unique reference number	122313
Local authority	Surrey
Inspection number	10066271
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	5
Date of previous inspection	8 March 2016

The childminder registered 1992 and lives in Redhill, Surrey. She operates between 8am and 6pm Monday to Friday, all year round. The childminder has a childcare qualification at level 3.

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