

# Childminder report

<b>Inspection date</b>	4 April 2019
Previous inspection date	6 June 2018

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	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		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### **This is a provision that requires improvement**

- The childminder does not use her observation and assessments of children well enough to plan suitably challenging and stimulating activities. As a result, children do not make the best possible progress in their learning.
- Where there are identified gaps in children's learning, the childminder does not put appropriate interventions in place at the earliest opportunity. This does not help children to catch up with their peers as quickly as possible.
- Although the childminder has made some improvements to her practice since the last inspection, she does not evaluate her practice robustly. For example, she has not yet identified where she can improve the quality of teaching to a good level and improve outcomes for children.
- The organisation of the environment does not support children in being fully motivated and interested in their learning. On occasions, this has an impact on children's behaviour when they become easily distracted and distract others' play.

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

- Children are well settled and have positive relationships with the childminder. She is very caring and treats them with respect. Parents report that she provides a 'home-from-home' environment.
- The childminder has undertaken a range of training since the last inspection which has had a positive impact in how she supports children's communication and language development.
- Children learn about how to eat healthily, including through the range of balanced and nutritional snacks and meals the childminder provides for them.

## 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 the quality of teaching, and provide children with more challenging and stimulating activities to help them to make good progress in their learning	05/07/2019
improve the use of information from assessment, to make sure that interventions are secured at the earliest possible stage, where there are identified gaps or delays in children's learning, to help them catch up with their peers as quickly as possible.	05/07/2019

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

- make better use of self-evaluation to focus on raising the quality of teaching and help improve the outcomes for children
- organise the environment to support children's access and engagement in activities, in particular to help extend levels of concentration and motivation to learn.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to parents, and read parents' testimonials to gather and take account of their views.
- The inspector held discussions with the childminder at suitable times during the inspection.
- The inspector sampled a range of documentation, including policies and procedures, and written records of children's learning and development.
- The inspector viewed the areas of the home used by children.

### Inspector

Carla Roberts

## Inspection findings

### Effectiveness of leadership and management requires improvement

The childminder has made some improvements to address the weaknesses identified at the last inspection. She has recognised further areas where she can make improvements, such as how children can access resources more freely. However, she has not yet implemented these. In addition, she has not yet identified how she can improve the quality of teaching further, to ensure that her practice is consistently good. Safeguarding is effective. The childminder has a clear understanding of the signs that indicate a child may be at risk of harm. She knows the procedures to follow if she is concerned about a child's welfare. The childminder works well in partnership with parents. They comment that she provides detailed information about the care and activities provided to their child each day. They receive regular information about the progress their children are making in their learning.

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

The quality of teaching is variable. The childminder monitors children's development closely. However, where there are identified gaps in children's learning, she does not act swiftly enough to make sure they receive additional support at the earliest opportunity. Some planned activities do not provide enough challenge and stimulation. As a result, children are not always engaged in meaningful activities to help them achieve the next steps in their learning at a consistently good rate. The childminder has used recent training to improve the quality of her interactions with children and help support their language development. For example, she asks questions to support children's learning as they play. She allows them time to think and encourages them to respond. This is illustrated during interactive story activities as she asks children about the pictures they see in the books.

### Personal development, behaviour and welfare require improvement

The childminder does not make best use of the environment to make sure that children are fully motivated and interested in a broad range of activities. At times, they do not maintain good levels of concentration, and become easily distracted. This occasionally has an impact on children's behaviour and affects their enjoyment while they are playing. For example, they become upset when toys are snatched from them by others as they play. However, the childminder does address inappropriate behaviour appropriately. For example, she helps children understand why some behaviours are not acceptable. She takes children to a range of different activity groups in the local area, such as toddler groups. This helps them to develop social skills in readiness for school.

### Outcomes for children require improvement

Weaknesses in the childminder's approach in seeking help and support to close identified gaps in children's learning mean that children do not make enough progress in some areas of their learning. Children generally make adequate progress in their learning, and work within the typical range of development for their age. Children enjoy playing imaginatively in the role-play area. They pretend to be superheroes as they dress up in capes, hunting down hidden toy snakes. They learn early language and literacy skills as they select books which interest them, and attach meanings to words and pictures.

## Setting details

<b>Unique reference number</b>	EY435941
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10085005
<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>	1 - 9
<b>Total number of places</b>	5
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	6 June 2018

The childminder registered in 2011 and lives in Leatherhead, Surrey. She operates Monday to Friday, throughout the year, between 7am and 6.30pm.

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