

Childminder report

Inspection date	3 May 2019
Previous inspection date	10 December 2015

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 childminder does not monitor her assistant's performance effectively to identify areas for improvement. She does not consistently support his professional development to help continually improve outcomes for children.
- The quality of teaching is variable. The childminder's planning is not sufficiently focused to ensure activities are consistently developmentally appropriate. This means children lose interest in their learning and do not make as much progress as possible.
- The childminder does not enable children who speak English as an additional language to use their home language in the setting. As a result, not all children make good progress, particularly in the areas of speaking and literacy.

It has the following strengths

- Partnerships with parents are strong. Parents are very complimentary about the services the childminder provides. They comment on the flexible settling-in processes and that they enjoy access to the online journal. The childminder ensures they are kept up to date with their child's progress.
- Children have many opportunities to develop their physical skills. For instance, they ride bicycles, push wheeled toys and climb up steps to the slide in the garden.
- The childminder successfully uses a range of ways, such as books and small-world figures, to help children gain an understanding of diversity and people who are different from themselves.

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
provide effective coaching, mentoring and support to help develop the assistant's professional development, to ensure consistent high-quality learning experiences for all children	14/06/2019
plan learning opportunities that are more precisely matched to children's individual stages of development to ensure that all children make consistently good progress in their learning and development.	14/06/2019

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

- support children who speak English as an additional language to use their home language in the setting, to promote speaking and literacy skills for all children.

Inspection activities

- The inspector held discussions with the childminder and her assistant during the inspection.
- The inspector viewed a range of documentation, including children's records, suitability checks of household members, and policies and procedures.
- The inspector observed the quality of teaching indoors and outside and assessed the impact this has on children's learning and development.
- The inspector spoke with parents, looked at written feedback from parents and took their views into consideration.
- The inspector conducted a joint observation of an activity with the childminder.

Inspector

Michaela Borland

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder's arrangements for monitoring her assistant's performance and supervision do not recognise weaknesses in knowledge and practice effectively. As a result, areas for professional development are not identified and addressed to help drive improvements in outcomes for children. The childminder carries out regular risk assessments to identify and minimise any hazards in her home or outside. She actively seeks the views of parents and children to help support the evaluation of her provision. Safeguarding is effective. The childminder and her assistant know their responsibilities to keep children safe from harm. They understand the processes to follow if they are concerned about children's welfare.

Quality of teaching, learning and assessment requires improvement

The childminder observes children at play and assesses the progress they make. She plans a range of activities to support children's learning. However, the activities do not follow children's interests and are not consistently developmentally appropriate. As a result, children do not make the best possible progress in all areas of learning. The childminder and her assistant use a variety of strategies, such as singing and reading stories, to promote children's language skills. However, children who speak English as an additional language are not supported to use their home language as they play and learn. Children are developing their early mathematical skills. For example, they compare quantities as they fill containers with sand.

Personal development, behaviour and welfare are good

The childminder and her assistant form positive relationships with children. They give children plenty of praise and encouragement, which helps to enhance children's self-esteem and emotional well-being. Children behave well and respond positively to the childminder's clear and consistent boundaries. The childminder provides children with nutritious snacks and regular opportunities for fresh air and exercise. For instance, children enjoy daily outdoor play and regular trips to the local park. This helps children to stay healthy and learn about the natural world. Children are happy, settled and enjoy their time at the setting. They benefit from the warm and welcoming environment offered by the childminder and her assistant.

Outcomes for children require improvement

Children are confident learners and gain a range of social skills, which helps them to make relationships. Children successfully develop their imaginative skills. For instance, they make birthday cakes with sand and pretend to blow out candles. Inconsistencies in teaching contribute to the variable rates of progress children make. However, older children are gaining some of the skills they need for their next stage in learning and move to school.

Setting details

Unique reference number	EY408307
Local authority	Kent
Inspection number	10063806
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	17
Date of previous inspection	10 December 2015

The childminder registered in 2010. She lives in the town of Tonbridge, Kent. She works with an assistant, who is her husband. She operates Monday to Friday, 7am to 6.30pm, throughout the year. The childminder is in receipt of funding for the provision of free early education for children aged two, three and four years. She holds a relevant level 3 early years qualification.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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