

Childminder report

Inspection date	31 July 2019
Previous inspection date	20 January 2015

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		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 have a robust understanding of wider safeguarding issues, particularly the 'Prevent' duty. Additionally, the childminder does not fully promote British values.
- The childminder does not gather in-depth information from parents when children first attend to help identify their starting points. She does not precisely assess and monitor children's progress to help her identify any gaps in their learning.
- Teaching does not consistently provide enough challenge to help extend children's learning to a higher level.
- Links with other professionals are not good enough. For example, the childminder does not share information with other settings when children move to nursery and school to promote a consistent approach in their learning and development.
- Children are not taught the importance of a healthy diet to help further their understanding of a healthy lifestyle.

It has the following strengths

- The childminder has built warm relationships with children. They settle quickly when they first arrive.
- Parents speak highly of the childminder, and are happy with the care of their children.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due date
improve some aspects of safeguarding knowledge, particularly the 'Prevent' duty.	30/08/2019

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

- strengthen systems to gather in-depth information from parents when children first start, to help identify starting points in their learning and accurately assess their progress over time
- provide more challenging experiences and activities to help extend children's learning to a good level
- make better links with teaching staff at other settings to help support children's move to nursery and school
- provide a range of healthy snacks and drinks to further support children's understanding of eating healthily
- explore other professional development opportunities to raise knowledge and skills to a higher level, in particular to help promote fundamental British values.

Inspection activities

- The inspector spoke to parents and took account of their views.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector observed teaching and assessed the impact this has on children's learning.
- The inspector jointly evaluated the quality of teaching and experiences on offer with the childminder.
- The inspector toured all areas of the premises used for the purpose of childminding.

Inspector
Jane Morgan

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. The childminder has suitable understanding of the signs and symptoms of abuse and the local procedures to follow if she has concerns about a child's welfare. However, her understanding of other wider aspects of safeguarding, such as the 'Prevent' duty, are not as robust. The childminder assesses risk in her home and prior to outings to help her identify potential hazards to children. She helps children learn how to keep themselves safe, such as in the event of a fire. Even though the childminder has undergone training, she has not yet improved her knowledge of how to promote and embed British values. The childminder reflects on her practice with support from the Southwark early years team. This helps her to identify some strengths and where she can improve.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. The childminder provides a range of activities and resources. However, many are not age-appropriate and consequently do not challenge and extend children's learning to a higher level, and some resources are not easily accessible. This limits children's independence, enjoyment and play choices. Occasionally, the childminder promotes children's learning. For example, she supports early speaking skills well, such as when children snuggle up to her as they look at a book. Children eagerly point out and name different animals, such as 'flamingo' and 'octopus'. The childminder provides some opportunities to promote early mathematics. For example, she helps children count as they keenly build a tower from construction pieces. The childminder completes a short summary of all children's development when they are two. However, she does not always share this with parents and it does not clearly show where a child's progress is less than expected. Overall, the childminder promotes positive relationships with parents and daily conversations with parents keeps them informed.

Personal development, behaviour and welfare require improvement

The childminder does not teach children the importance of eating healthily. For example, she offers sugary drinks and snacks. The childminder's limited knowledge of teaching British values restricts children's experiences and opportunities to help prepare them for the next stages in their learning and eventual move to school. The childminder promotes children's self-help skills well, for instance, children go to the toilet and wash their hands independently. Children mix with other children and have plenty of exercise, for example, they enjoy daily trips to local parks and the library. Children enjoy their time with the childminder. They blow bubbles with her and excitedly watch them pop.

Outcomes for children require improvement

Due to the weaknesses in teaching, learning and assessment, children do not make good progress. Despite this, children learn some key skills. For example, children enjoy looking at books. They develop social skills as they mix with other children at playgroups and engage in imaginary play. Children hold pencils firmly and form some letters of their name.

Setting details

Unique reference number	107185
Local authority	Southwark
Inspection number	10112762
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	20 January 2015

The childminder registered in 1992. She lives in Canada Waters, Southwark. The childminder offers care for children from Monday to Friday, from 7.30am until 6pm, for most of the year.

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