

# Childminder report

<b>Inspection date</b>	29 August 2019
Previous inspection date	25 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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 complete the progress check for all two-year-old children in her care, and she does not put in place a targeted plan to support their future learning. This is a breach of the early years register requirements.
- The childminder does not use her observations of children's learning to plan effective and precise opportunities to support them to make the best possible progress. Some children have gaps in their development.
- The childminder evaluates her provision and she is clear about her areas for improvement. However, she does not take prompt action to address the weaknesses and to ensure that all statutory requirements are met.

### It has the following strengths

- The childminder develops close relationships with parents and she keeps them well informed. The childminder ensures parents are aware of her policies and procedures so they know what to expect from her service.
- Children display a strong sense of security and belonging as they freely move around the childminder's home. Children learn to lead their play. They curiously explore and learn through trial and error.
- The childminder encourages child-initiated play and she allows children to explore as they wish. She supervises and supports them during their choice of play as they choose from a wide range of resources.

## What the setting needs to do to improve further

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

	Due date
complete a progress check for all children between the ages of two and three years old, and put in place a targeted plan for future learning	26/09/2019
make better use of observation of children to plan effectively to close gaps in their development and to build on their existing skills.	26/09/2019

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

- take prompt action to address the weaknesses identified, in order to meet all statutory requirements.

### Inspection activities

- The inspector sampled a range of documentation, including the childminder's training certificates, insurance policy, records of attendance and safeguarding policy.
- The inspector held discussions with the childminder about her daily teaching and care practices.
- The inspector completed a joint evaluation of an activity with the childminder and observed the quality of care and teaching.
- The inspector looked at the areas of the home used for childminding purposes.
- The inspector observed the quality of teaching and learning, and looked at some of the children's assessment records.

### Inspector

Martina Mullings

## Inspection findings

### Effectiveness of leadership and management requires improvement

Safeguarding is effective. The childminder has a secure understanding of how to recognise risks and harm to children. She knows the procedures to report any concerns and allegations to the relevant authorities. The childminder maintains her professional development and she intends to do further training to keep her knowledge current. The childminder works closely with parents to help identify children's starting points. She provides them with regular feedback about their children's care and experience. The childminder does not complete the progress check for all children at two years old, as required. She identifies some gaps in their development. However, she does not plan precise targets and opportunities to swiftly close those gaps and to move them on to the next stages of their learning.

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

The childminder does not use the information from observations of children to plan opportunities effectively to build on their existing skills and to close identified gaps in their development. For example, children moving on to other providers have gaps in their speech and self-care skills. Children display a short attention span as they frequently move between different resources to play. The childminder offers encouragement to help children persevere during activities in which they show less interest. She praises their efforts and achievements. Children explore with animals, they learn their sounds and recognise them easily. The childminder provides resources for children to develop their grasp and coordination. Children begin to match simple puzzles with the childminder's support. Children practise using early mark-making resources, such as a magnetic drawing board, to draw, scribble and make lines. This helps them to develop skills useful for writing.

### Personal development, behaviour and welfare are good

Children are happy and they form close attachments to the childminder. Parents support their children to settle easily. The childminder makes parents aware of how to support children through different changes that they may experience. Children begin to recognise parts of their own face. They show an awareness of their likes and dislikes. Children develop their confidence and they learn to do some small tasks. The childminder encourages parents to provide healthy food for children to eat. She ensures children wash their hands at appropriate times such as mealtimes. The childminder completes regular risk assessments to ensure her home is safe for children. She allows them to move around freely and she stays close to supervise them. The childminder acts as a positive role model to children. She uses good manners for them to copy and learn. Children listen and show respect to her.

### Outcomes for children require improvement

Weaknesses identified in assessment and planning have an impact on outcomes for children. Some children do not make the best progress that they can. They require further support and opportunities to develop their skills, in particular communication and language, and cognitive and self-care skills. Children are active. They develop their balance, control and movements. Children handle and play with toys appropriately.

## Setting details

<b>Unique reference number</b>	118799
<b>Local authority</b>	Havering
<b>Inspection number</b>	10063466
<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>	0 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	25 February 2016

The childminder registered in 1996. She lives in Romford, in the London Borough of Havering. She operates from Monday to Friday, 7.30am until 6pm, throughout most of the year.

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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Piccadilly Gate  
Store Street  
Manchester  
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