

Childminder Report

Inspection date

30 September 2015

Previous inspection date

23 July 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of the 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 provision requires improvement. It is not yet good because:

- The childminder does not fully understand how children learn. She is not confident in observing and assessing children's progress. She is unsure of how to plan effectively to promote the next steps in children's learning and development.
- The quality of teaching is inconsistent. The childminder provides some general activities and play experiences although many are mundane and lack challenge. The childminder does not always recognise the possible teaching and learning opportunities in children's self-initiated play.
- Self-evaluation is ineffective in identifying and addressing weaknesses in practice. The childminder has not extended her professional development to keep up to date with changes to legislation and guidance. This contributes to the decline in the quality of the provision.
- Partnerships with parents and other providers are not sufficient to fully promote the two-way sharing of information about children's learning.
- The childminder does not consistently provide children with opportunities to choose from the range of resources available.

It has the following strengths

- Children explore freely and safely and are cared for in a warm and welcoming home.
- Children benefit from the childminder's caring and friendly interactions as they build close attachments.
- Children are confident to explore and have positive levels of self-esteem.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ use information gained from accurate assessment to plan challenging and enjoyable learning experiences that are delivered through purposeful play and a mix of adult-led and child-initiated activity	30/12/2015
■ devise a targeted programme of professional development in order to extend knowledge and understanding of the learning and development requirements and raise the quality of teaching	30/12/2015
■ develop an effective two-way flow of information with parents and other providers, sharing precise details about what children know and can do, promoting continuity of learning.	30/12/2015

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

- provide further opportunities for children to access resources and activities that are of interest to them
- develop and review the self-evaluation process to identify and prioritise areas for improvement.

Inspection activities

- The inspector spoke with the childminder at appropriate times throughout the inspection about her practice and the systems she uses for observation, assessment and planning.
- The inspector and childminder jointly observed children at play.
- The inspector sampled documents the childminder uses to support her practice, including relevant policies, consent forms, daily registers and children's development records.
- The inspector took into account parents' views by sampling written documents made available during the inspection.

Inspector

Lorna Blackie

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. The childminder has attended training on safeguarding. She demonstrates appropriate knowledge and understanding of the signs and symptoms of abuse and knows what to do if she has a concern. The childminder is qualified, attends relevant training and keeps herself updated by reading and reviewing new regulations and guidance. She is qualified to carry out first-aid procedures. The childminder does not always fully understand the statutory requirements. Her weak knowledge of the learning and development requirements impacts on the children's ongoing progress. She adequately monitors children's progress. However, the childminder does not always use her knowledge of child development to plan activities based on individual children's needs. The childminder reads childcare and education publications and attends essential training to further her professional development.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is not yet good. The childminder's general understanding of the learning and development requirements, impacts on her ability to plan purposeful activities. Children enjoy their time with the childminder and generally initiate their own play, which the childminder supports. However, children mainly engage in activities that are led by themselves which lessens their wider experiences. During children's play, the childminder supports their language skills. They chat about what they are doing and join in with their favourite songs. However, the childminder does not always extend children's thinking skills through effective questioning. The childminder observes children to assess their development and to identify some next stages for their learning. However, the next steps identified are often too generalised. They are not linked to individual learning and developmental needs and children are not appropriately challenged to make better progress. The childminder speaks with parents on a daily basis. These conversations sometimes focus too heavily on the children's care routines and not on the children's learning and development. She is not yet exchanging pertinent information about children's progress with other providers involved in children's early learning.

Personal development, behaviour and welfare require improvement

Children are supported to understand positive behaviour. The childminder promotes sharing and taking turns. The childminder provides regular outdoor play for children. Children take part in many sensory activities. However, the childminder does not consistently provide children with opportunities to choose from the good range of activities and resources available. For example, at the inspection she chose craft resources and sorting activities without involving children in making their own choices. As a result, on occasions some children did not engage well in the activities and walked away.

Outcomes for children require improvement

Children make steady progress in their learning and development in relation to their starting points and gain some of the skills they need to move on to school. Children develop some independence when completing some self-care tasks.

Setting details

Unique reference number	201983
Local authority	Essex
Inspection number	854298
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	23 July 2010
Telephone number	

The childminder was registered in 1987 and lives in Great Wakering, Southend-on-Sea. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. She provides funded early education of two-, three- and four-year-old children.

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