

Childminder Report

Inspection date

9 March 2016

Previous inspection date

14 November 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the 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 provision requires improvement. It is not yet good because:

- The childminder has not kept up to date with changes to the Early Years Foundation Stage. She does not ensure that she meets the learning and development requirements to provide educational programmes for children that cover the seven areas of learning.
- The childminder does not track children's development effectively across all areas of learning to help her identify and support children's learning needs from their starting points effectively. Children's progress is not yet good.
- The childminder does not involve parents as fully as possible in contributing to their children's ongoing learning and development.
- The childminder does not carry out thorough evaluations of her practice to identify all weaknesses. Therefore, actions taken to improve are not as effective as possible.
- At times, the childminder does not give all children the best opportunities to be involved in some of the daily activities to keep them motivated and keen to learn.

It has the following strengths

- The childminder provides a welcoming and well-resourced environment. Children are free to choose what they want to play with and access most resources easily.
- Children are looked after well by attentive adults, who respond to their individual needs. Children develop a strong sense of emotional security as they explore confidently, knowing that support is close at hand if needed.

What the setting needs to do to improve further

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

Due Date

- | | |
|--|-------------------|
| <ul style="list-style-type: none"> ■ improve the educational programmes to ensure these meet the learning and development requirements of the Early Years Foundation Stage and cover all seven areas of learning. | <p>10/04/2016</p> |
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To further improve the quality of the early years provision the provider should:

- improve assessment systems to clearly monitor the progress children are making from their starting points, for their age and stage of development, in each area of learning
- consider further ways in which parents can contribute to their children's ongoing development and learning experiences
- carry out more thorough reviews of practice to ensure that all strengths and weaknesses are identified and effective action is taken to improve outcomes for all children
- ensure that all children have equal opportunities to be involved in activities and experiences to keep them motivated and keen to learn.

Inspection activities

- The inspector observed the childminder and her assistants' teaching practice and the impact of this on children's learning.
- The inspector spoke to children at appropriate times during the inspection and held a meeting with the childminder.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's records and a range of other documentation, including the childminder's policies and procedures.
- The inspector held a meeting with parents and took account of their views.

Inspector

Michelle Bassani

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder is clear about her role in protecting children from harm. She ensures that her assistants know what to do if they have any concerns about a child and that parents are informed of her safeguarding procedures. The childminder's experience and qualifications help her to provide an appropriate learning environment. However, she has not kept up to date with changes to the Early Years Foundation Stage and implemented these effectively. This weakness has not adversely affected children's learning experiences. The childminder is keen to improve her own and her assistants' knowledge and skills further. For example, she supports her assistants through supervisions to discuss how they can improve and provides training opportunities to help them develop aspects of their teaching further.

Quality of teaching, learning and assessment requires improvement

The childminder does not always use her assessments of children's learning effectively enough to help them make the best progress possible. For example, she does not ensure that written summaries of children's progress checks provide information in line with the child's age. The childminder plans suitable activities for children to help them develop important skills. For example, they develop smaller physical skills as they build with plastic bricks and use brushes to spread glue on their collages. Children develop their communication and language skills well. For example, they sing songs together to help them learn each other's names and sing in the different languages that children speak. This helps children to learn about themselves and others. However, the childminder does not tailor these sessions to meet all children's needs and some become restless.

Personal development, behaviour and welfare are good

The childminder provides children with nutritious and balanced meals that contribute to their good health and well-being. Children have daily opportunities for outdoor exercise, which enables them to develop their physical skills further. Children learn to manage their needs independently. For example, very young children learn to feed themselves using a spoon. The childminder and her assistants plan quiet times as part of the daily routine to respond to children's care needs. Children use this time to rest or play quietly and recover their energy for the rest of the day. Children's behaviour, on the whole, is good. Staff promote positive behaviour well. They remind children how to behave considerately towards one another and to share resources with their friends.

Outcomes for children require improvement

Children develop some skills in preparation for future learning. However, as starting point information is not always clearly identified, the childminder is unable to recognise whether children's progress is rapid enough for their age and stage of development.

Setting details

Unique reference number	EY217739
Local authority	Haringey
Inspection number	846928
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	9
Number of children on roll	16
Name of provider	
Date of previous inspection	14 November 2011
Telephone number	

The childminder registered in 2002. She lives in the London Borough of Haringey. She operates her childminding practice full time, all year round. She works with two assistants. The childminder has an appropriate early years qualification.

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