

Childminder Report

Inspection date

22 September 2016

Previous inspection date

18 December 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
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 does not accurately record the hours of attendance for each child.
- The childminder does not use the information gained from her assessments of children's learning effectively. Therefore, she does not consistently identify where they can be challenged further or find out where they require additional support.
- The childminder does not use every available opportunity to build upon children's good understanding of how to keep themselves safe.
- At times, the childminder does not make good use of opportunities to engage the interest of children in number problems.

It has the following strengths

- The childminder is keen to improve and has gained the support of other professionals since her last inspection. This has helped her to establish some positive changes. For example, at times, she follows appropriate next steps for children's learning. She reviews her educational programme to provide a range of activities across all areas.
- Children's communication and language development are well promoted. The childminder uses clear pronunciation as she repeats words back to children and allows them time to respond to the questions she asks. During planned activities, children practise the sounds each animal makes and enjoy the childminder's praise for their efforts.
- Children have developed secure attachments with the childminder and seek help from her as needed. The childminder gathers information from parents about each child before they start. This helps her to establish their initial starting points and to be responsive to their individual care needs during times of change.

What the setting needs to do to improve further

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

	Due Date
■ maintain an accurate daily record of children's hours of attendance	06/10/2016
■ ensure the information gained from assessments of children's learning is used effectively, to understand their levels of achievement, inform planning and challenge them to make good progress in all areas of learning.	22/10/2016

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

- make good use of opportunities to help children develop a very good understanding of how to keep themselves safe
- provide more opportunities for children to show an interest in number problems.

Inspection activities

- The inspector observed daily routines and children's activities indoors and outdoors. She talked to the childminder and children at appropriate times throughout the inspection.
- The inspector observed a planned activity and jointly discussed the intentions and learning outcomes of this with the childminder.
- The inspector viewed the childminder's documentation, including policies, a self-evaluation form, training certificates and children's learning records.
- The inspector took account of the views of parents through recently completed questionnaires.
- The inspector saw evidence of the suitability of all persons living on the premises and other documentation in relation to the safeguarding and welfare requirements.

Inspector

Rachel Pepper

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The childminder has refreshed her knowledge of child protection and knows the procedures to follow if she has concerns about a child in her care. The childminder currently maintains information about children's daily attendance under family groups. She is well aware of the hours that she takes responsibility of each child. However, her records do not represent an accurate account for each child, to show the hours that they attend school or are in her care. The childminder welcomes the views of parents and children to reflect on her practice. Following recent feedback, she makes children's learning records more readily available for parents to view. This enables them to extend children's learning at home. The childminder works closely with children's school teachers to take a consistent approach to manage any challenging behaviour. She regularly supports children with homework tasks, such as daily reading.

Quality of teaching, learning and assessment requires improvement

The childminder makes regular observations and assessments of children. However, she does not use the information she gathers to accurately assess children's individual strengths and areas for development. This is because she uses age-related guidance and does not consider the different rates at which children learn, in order to plan suitable challenge and support good progress across all areas of learning. The childminder knows what the children are interested in and uses this information to enhance the activities that she provides. For example, children who embrace arts and crafts have many opportunities to use pens to colour, and glue to make things. Children engage in imaginative role play as they dress up and feed their dolls. They balance blocks to build a tower and use number names spontaneously within their play. However, the childminder does not always use these opportunities to develop children's interest in how numbers can be used.

Personal development, behaviour and welfare are good

Children are eager to explore the stimulating and welcoming environment and make choices in their play. The childminder is a good role model. She encourages children to use their manners, say kind words and share resources with other children. Children behave well and show awareness of the childminder's clear expectations. For example, they know they need to sit at the table when they eat their snack and be careful as they kneel on a stool. However, on occasions, the childminder does not talk to children in detail about these expectations, to build further on their good understanding of how to keep themselves safe. Children have many opportunities to access fresh air and exercise to help promote their good health. They negotiate space successfully as they chase bubbles around the garden and jump forward and back as they join in with popular action rhymes.

Outcomes for children require improvement

The weakness in the childminder's use of assessments means that children are not consistently supported to make good progress. Children acquire some of the skills that they need for future learning and for starting school. They are motivated to learn, show good levels of concentration and form special friendships with others. Children name colours and hold a pencil effectively as they draw around stencils.

Setting details

Unique reference number	EY315537
Local authority	Hertfordshire
Inspection number	1037054
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	18 December 2012
Telephone number	

The childminder was registered in 2005 and lives in Letchworth Garden City. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-year-old children.

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