

Childminder Report

Inspection date

24 April 2017

Previous inspection date

18 June 2015

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		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 and her assistants do not have a good enough understanding of how young children learn. This means children do not make consistently good progress in their communication skills.
- The childminder does not focus enough on evaluating her practice and skills. She does not routinely identify weaknesses in her practice or that of her assistants, or keep up to date with current changes to legislation.
- The childminder does not carry out observations and assessments of children's progress consistently to plan precisely for the next steps in their learning.
- Sometimes, the childminder and her assistants do not help children to understand about sharing resources.

It has the following strengths

- The childminder provides a nurturing and caring environment for young children. She effectively helps them to develop secure emotional attachments.
- The childminder and her assistants provide children with activities that are suitable for their age and ability. For example, children freely choose from a range of resources and enjoy learning through play, both indoors and outside in the garden.
- The childminder helps children to practise using numbers in a variety of situations. For example, they count how many models they have made or how pieces of fruit a child has when they cut it into slices.

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 knowledge and understanding of child development to help children to develop their communication skills	25/07/2017
■ use accurate assessments of children's development to plan experiences that will challenge all children and promote good progress in their learning.	25/07/2017

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

- develop self-evaluation processes to assess the strengths and weaknesses of the provision accurately and address professional development needs to improve outcomes for children
- improve the monitoring of staff's practice to raise the quality of teaching for all children
- help children to understand the importance of sharing and taking turns.

Inspection activities

- The inspector had a tour of the childminder's house and garden.
- The inspector spoke to the childminder, her two assistants and the children at suitable times.
- The inspector observed the childminder and assistants playing and communicating with the children indoors and in the garden.
- The inspector looked at a sample of the childminder's records, including children's records and staff qualifications. She discussed the procedures for keeping children safe.
- The inspector spoke to the childminder about how she plans to improve and develop the service that she provides.

Inspector

Jennifer McStravick

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder does not effectively evaluate her practice to identify where she needs to make improvements. For example, she has not identified weaknesses in teaching and she has not successfully addressed the recommendations made at her last inspection. The childminder provides her assistants with some supervision and support. However, the support has not resulted in improvements in the quality of the assistants' teaching practice. Safeguarding is effective. The childminder and her assistants are aware of the signs and procedures to follow if they have any concerns over a child's welfare.

Quality of teaching, learning and assessment requires improvement

The childminder and her assistants do not help children to develop their communication skills effectively. For example, they do not give children the opportunity to form answers or initiate conversations. The childminder completes observations and assessments of the children in her care. However, her assessments of children's development are not always accurate enough to help her identify exactly what children need to learn next. The childminder provides daily feedback to ensure parents are aware of the children's day and of their progress. The childminder provides a good balance of adult-led planned activities and free playtime. Children enjoy playing with good-quality resources.

Personal development, behaviour and welfare require improvement

The childminder and her assistants do not always manage children's behaviour effectively. They do not do enough to help children learn about sharing. Children have formed close bonds with the childminder and her assistants. They go to them when they need help or when they are upset and need settling at nap time. Children are learning to be independent. They choose toys with which to play and collect their own belongings when they go home. The childminder provides healthy, nutritious food for the children in her care.

Outcomes for children require improvement

Teaching is not sufficiently well focused to make sure every child makes the best possible progress in their learning. Despite this, children are gaining some important skills to support their next stage of learning. Children are developing their physical skills. For example, they practise walking as they hold onto toys that help develop their balance and coordination.

Setting details

Unique reference number	EY337923
Local authority	Brent
Inspection number	1092795
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	12
Number of children on roll	16
Name of registered person	
Date of previous inspection	18 June 2015
Telephone number	

The childminder registered in 2006. She lives in Sudbury in the London Borough of Brent. She operates Monday to Friday from 7am to 7pm, all year round, except for personal holidays. The childminder accesses funding to provide free early education for children aged two, three and four years.

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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