

# Childminder Report

**Inspection date**

20 October 2015

Previous inspection date

18 March 2010

| <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 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 lacks an understanding of the process for carrying out the required progress check for children aged two years old and providing parents with a written summary of their children's development. This limits her ability to support young children's learning and the information that she gives parents about their progress.
- The childminder does not make the most of opportunities to help children learn about the similarities and differences between people and about the world around them. This means she does not fully promote their awareness of diversity.
- The childminder does not consistently seek the views of parents to help her identify areas for further development, to fully benefit the children in her care.

### **It has the following strengths**

- The childminder uses suitable teaching techniques to extend and challenge children's growing communication skills. She interacts well with children during their play, asking them relevant questions to develop their thinking and problem-solving skills.
- The childminder effectively promotes hygiene routines and supervises children well. She carries out regular risk assessments to minimise any potential hazards to children.
- The childminder consistently promotes positive behaviour. She encourages children to consider the needs of others, including sharing resources. Consequently, children behave well as they understand what is expected of them.

## What the setting needs to do to improve further

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

### Due Date

- develop an understanding of what is required to review and check children's progress when they are aged between two and three years, and provide parents with a written summary of their children's development. 20/11/2015

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

- provide children with more opportunities to help them develop an increased understanding of themselves and others, so they learn to value differences
- develop further ways in which parents are able to contribute their views about the provision, in order to strengthen the self-evaluation process.

## Inspection activities

- The inspector observed children engaged in activities, including their interaction with the childminder.
- The inspector looked at areas of the premises used for childminding and sampled relevant documentation, including children's records.
- The inspector held discussions with the childminder about her practice.

## Inspector

Yasmine Hurley

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder understands her responsibilities relating to safeguarding and child protection issues. However, her knowledge and understanding of the learning and development requirements is not fully secure. She does not complete, and lacks understanding of, the summary progress check for children aged two years old. Consequently, she does not use this required assessment to share information with parents. Nevertheless, the childminder regularly communicates on other matters with parents and this helps her to meet children's needs. Overall, the childminder adequately monitors her practice and supervises and updates her assistant on current childcare practices to further strengthen his knowledge and skills. She is keen to seek further training, in order to improve outcomes for children. However, she does not consistently ask parents for feedback in order to improve her practice further.

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

The childminder has a suitable understanding of the learning and development requirements. She sufficiently observes children's achievements and plans activities that build on their interests and skills. However, she lacks understanding of the required progress check for children aged two years old and does not complete this to formally identify their strengths or any areas where their progress is less than expected. This does not fully support their learning. The childminder supports children's learning while they engage in play. For example, children had fun singing nursery rhymes and playing with construction bricks. They then responded to the childminder asking them to identify the primary colours and to count. These activities help children to build skills for their future learning.

### Personal development, behaviour and welfare require improvement

The childminder provides a stimulating and homely environment that is thoroughly child-centred. Children settle quickly, form secure relationships, and are happy and content in her care. The childminder promotes children's independence well. For example, she stores toys at low level to encourage children to choose freely what they want to play with. This helps to prepare children for their next stages in learning. The childminder promotes children's good health appropriately. Children benefit from healthy meals the childminder prepares and they have regular opportunities for outdoor daily exercise. They benefit from trips to parks and playgroups, where they learn about their local community. However, the childminder does not fully effectively promote children's awareness of diversity.

### Outcomes for children require improvement

Children make adequate progress in their development. They enjoy singing nursery rhymes and counting out objects during their play. Children are learning to become independent in washing their own hands before meals and help to tidy up the toys. Consequently, they are beginning to develop the skills they need to prepare them for their next steps in learning.

## Setting details

|                                    |               |
|------------------------------------|---------------|
| <b>Unique reference number</b>     | EY397207      |
| <b>Local authority</b>             | Enfield       |
| <b>Inspection number</b>           | 838405        |
| <b>Type of provision</b>           | Childminder   |
| <b>Day care type</b>               | Childminder   |
| <b>Age range of children</b>       | 1 - 3         |
| <b>Total number of places</b>      | 6             |
| <b>Number of children on roll</b>  | 3             |
| <b>Name of provider</b>            |               |
| <b>Date of previous inspection</b> | 18 March 2010 |
| <b>Telephone number</b>            |               |

The childminder registered in 2009. She lives in the London Borough of Enfield. The childminder works with an assistant. She offers full-time and part-time care each weekday, from 7.30am to 6pm, throughout most of the year.

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