

Childminder report

Inspection date

10 July 2019

Previous inspection date

23 November 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires improvement	3
Effectiveness of 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 is a provision that requires improvement

- The childminder does not have a secure knowledge of the seven areas of learning. This limits her ability to consistently plan and provide sufficiently challenging activities and experiences across all areas of development.
- The childminder does not always assess and monitor children's progress effectively to plan for what they need to learn next. As a result, children are not consistently supported to progress as well as they could.
- Other than mandatory training, the childminder does not target professional development opportunities to further enhance her skills. As a result, the quality of teaching remains variable.
- The childminder is not using self-evaluation to fully identify strengths and weaknesses in her practice.

It has the following strengths

- Children have regular opportunities to be active and enjoy fresh air. This helps them to lead a healthy lifestyle and develop their physical skills.
- Children build strong bonds with the childminder and demonstrate that they feel safe, happy and secure in her care. The childminder has a friendly and caring nature.
- The childminder communicates and interacts well with children during their play, helping them to develop their language skills.
- Children's understanding of safety is supported. For example, the childminder talks to them about road safety as she takes them for walks.

What the setting needs to do to improve further

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

	Due date
secure knowledge and understanding of the learning and development requirements, to improve teaching and outcomes for children	07/09/2019
use assessments to clearly identify what children can do and plan effectively for what they need to learn next.	07/09/2019

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

- strengthen self-evaluation and use the findings to undertake appropriate professional development that enhances practice to the highest standards.

Inspection activities

- The inspector observed the childminder and children and evaluated the quality of teaching and learning.
- The inspector had a tour of the premises and discussed how the childminder keeps children safe.
- The inspector spoke to parents and took account of their views.
- The inspector talked to the childminder and children at appropriate times.
- The inspector sampled a range of documentation, including children's records and the childminder's policies and procedures.

Inspector

Damiana Cornacchia

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder does not reflect on all areas of her practice to identify weaknesses and to raise the standard of care. Self-evaluation is not thorough enough and does not target her professional development plan effectively to help keep her knowledge of the early years learning developments and requirements up to date. This has an impact on her understanding of the requirements and assessments of children's learning. However, the childminder does improve other aspects of her practice. For example, she now advises parents on good foods to provide in their children's packed lunches. Safeguarding is effective. The childminder has a sound knowledge of safeguarding and child protection matters, including the 'Prevent' duty. She knows how to recognise signs of abuse and how to act in case of concerns about a child welfare. The childminder carries out effective risk assessments. As a result, she creates a safe environment for children to play. Parents comment positively about the care their children receive.

Quality of teaching, learning and assessment requires improvement

The childminder gathers some information from parents when children start. She completes observations and assessments of children's progress. However, these are not always accurate. As a consequence, teaching strategies to narrow gaps in learning are not quickly implemented to help children make good enough progress. The childminder's understanding of each of the prime and specific areas of learning is not fully embedded. She is not confident enough in explaining all seven areas of learning and children's stages of development. This limits the effectiveness of planning, and activities provided are not always challenging enough or well matched to children's learning needs. Despite this, the childminder supports children's mathematical development as she introduces colour recognition, counting and size as they play with small-world toys.

Personal development, behaviour and welfare are good

The weaknesses identified do not have a significant impact on children's welfare. They enjoy regular outings in the local community and visit shops, playgroups and the library. The childminder supports children's understanding of the world around them. For example, she encourages them to smell lavender patches and to observe insects when she takes them to the park. Children have good opportunities to play outside and be physically active. They enjoy jumping on the trampoline and playing with slides and large climbing equipment at the local playground. The childminder gives children plenty of praise and encouragement, which enhances their self-esteem. Children talk to her about their wants and needs, and demonstrate that they are emotionally secure. The childminder promotes children's independence. Children enjoy completing small tasks such as cleaning the table in preparation for snack time. Children respond well to the childminder's clear boundaries and their behaviour is good.

Outcomes for children require improvement

Children gain some skills to help prepare them for their future learning. They extend their physical skills as they knead play dough and enjoy active play, and develop early literacy skills while enjoying stories read by the childminder. However, they are not supported well enough to make the progress they are capable of.

Setting details

Unique reference number	EY413750
Local authority	Hammersmith & Fulham
Inspection number	10086437
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	3 - 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	23 November 2018

The childminder registered in 2011 and lives in the London Borough of Hammersmith and Fulham. She operates Monday to Friday, from 8am to 6pm, all year round.

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Piccadilly Gate
Store Street
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