

Childminder report

Inspection date	23 November 2018
Previous inspection date	28 August 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of 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 is a provision that requires improvement

- The childminder has not made sure that all important documents relating to her childminding service are kept on the premises and available for inspection.
- The childminder does not consistently engage children in activities, which match their interests effectively. At times, the lack of well-planned activities means that children do not benefit from good-quality experiences at the setting.
- The childminder does not have a deep enough knowledge of teaching strategies to help all children make the progress they are capable of in their learning.
- Systems for sharing and gaining information from parents about their child's learning are not fully effective. The childminder is not always clear about how to use the information to plan for each child's learning.
- The childminder has not made the most of opportunities to help parents support their child's understanding of eating a range of healthy foods.

It has the following strengths

- The childminder uses storytelling well to support children's early literacy skills. They enjoy pointing out characters and sharing their ideas when they share books together.
- Children develop strong attachments with the childminder and this supports their emotional well-being and sense of security at the setting.
- The childminder provides opportunities for children to play outdoors. For example, she makes the most of her local area and visits a variety of places to keep children active.
- The childminder takes opportunities to make links with other settings, which children move on to next to support the transition from her setting to their new one.

What the setting needs to do to improve further

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

	Due date
ensure that all documents are kept on the premises and made available for inspection, as required	20/12/2018
improve knowledge and understanding of teaching strategies to ensure that children benefit from learning experiences that help them make good progress	29/03/2019
improve the planning of activities to ensure learning experiences are challenging and tailored to each child's individual needs	29/03/2019
keep a clear written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect	20/12/2018
make available a copy of the written safeguarding procedure for parents.	20/12/2018

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

- improve the way information is shared with parents to help them understand how the setting is run and how to support their child's ongoing learning
- find more ways to help parents support their child's understanding about eating a range of health foods.

Inspection activities

- The inspector observed the children's learning and the childminder's teaching during a range of activities.
- The inspector spoke with children and the childminder at appropriate times during the inspection.
- The inspector looked at a sample of documentation, including the childminder's policies and the children's learning records.
- The inspector checked evidence relating to the childminder's suitability to work with children, and reviewed parents' written feedback made available during the inspection.

Inspector
Shana Laffy

Inspection findings

Effectiveness of leadership and management requires improvement

Although the childminder has a positive attitude to making changes in her setting, she has not used robust self-evaluation to identify where there are weaknesses in her practice. The childminder has not made sure all required documents relating to her childminding service are available for inspection and kept on site. For example, she cannot demonstrate how she obtains written permission from parents to administer medicine to children. The childminder does not use professional development opportunities to improve her teaching skills so that children benefit from challenging experiences and make good progress. Safeguarding is effective. The childminder has a secure knowledge of child protection matters and understands who to contact should she be concerned about a child's welfare. Parents comment favourably on the childminder's care for children. However, she does not always use information gained from parents carefully enough to help her plan for children's learning.

Quality of teaching, learning and assessment requires improvement

The childminder does not always plan suitably engaging activities to maintain children's interest in learning. For example, there is a limited range of resources on offer to keep children involved or motivated to independently explore. In addition, during some planned activities, the childminder lacks effective understanding of techniques to build on children's prior knowledge. She does not deliver a broad enough curriculum that sharply focuses on what children know and can do. That said, children develop their small-muscle skills and are interested in shape. For example, they use stencils to make drawings of people and give meaning to their drawings. Children enjoy playing with modelling dough, exploring texture and the childminder encourages them to talk about what they can feel. During story sessions, the childminder supports children's language and uses some appropriate questions, which helps children to describe what might happen next.

Personal development, behaviour and welfare require improvement

The childminder does not provide sufficient challenge for children to help them be consistently motivated in their learning. Although she helps children to understand the importance of good hygiene practice, the childminder has not considered all possible ways to help parents teach children about the importance of healthy eating. The physical environment is clean and safe and the childminder helps children to understand risk. The childminder is friendly and helps children to settle quickly. For example, as they spend time looking at books, children talk about how people might feel and make connections to their own families. This supports children's awareness of others and their community.

Outcomes for children require improvement

Although children gain some of the basic skills in readiness for school, inconsistencies in teaching and planning mean they do not make good enough progress in their learning. Nonetheless, children gain confidence in their speech and can express themselves. Children show early mathematical skills and count using one-to-one correspondence. Children develop their imagination as they make up games, which involve jumping skilfully between the shapes they can see on the carpet, negotiating space effectively.

Setting details

Unique reference number	EY413750
Local authority	Hammersmith & Fulham
Inspection number	10068239
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	2 - 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	28 August 2015

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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