

# Childminder Report

**Inspection date**

13 June 2017

Previous inspection date

6 May 2015

| <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 does not consistently plan challenging activities or experiences that help each child meet the gaps she has identified in her observations and tracking. This means that some children may not make the progress of which they are capable.
- The childminder does not focus enough on evaluating her practice and skills. She does not routinely identify weaknesses in her practice or to keep up to date with current changes to legislation.
- Children are not able to freely select resources and to lead their own play. The childminder does not have enough resources available to help them meet all their learning and development needs.
- The childminder does not provide children with enough experiences that develop their understanding of the similarities and differences of people in the wider world.

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

- The childminder provides a friendly and caring environment for children. She effectively helps them to develop secure emotional attachments.
- The childminder talks to the children and encourages them to try new words. Children are confident talkers.
- The childminder works in partnership with parents to help children with their self-care skills.

## 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 the planning of activities to ensure that they are based on children's individual next steps and offer suitable challenge, to support children to make good progress in their learning. 13/09/2017

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

- complete effective self-evaluation to identify areas of weakness and drive further improvements
- reorganise the resources, indoors and outside, to enable children to lead their own play and develop as confident learners
- provide activities for children to learn about their community, their differences and similarities.

## Inspection activities

- The inspector had a tour of the childminder's house and garden.
- The inspector spoke to the childminder and the children at suitable times.
- The inspector observed the childminder playing and communicating with the children indoors.
- The inspector looked at a sample of the childminder's records, including children's records and her 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 effectively gathered feedback from all service users to enable her to identify areas that require improvement. The childminder does not offer enough opportunities for children to learn about differences and similarities between people, or about other local communities. Safeguarding is effective. The childminder is aware of the signs and procedures to follow if she has any concerns over a child's welfare. She undertakes regular checks of the toys and environment to keep children safe in her home.

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

The childminder undertakes sufficient observations of the children and identifies the next steps in their learning and development. However, she does not plan enough challenging activities or offer a broad range of resources to help meet children's learning needs or address any gaps in their learning. For example, the childminder has not addressed a previous recommendation to develop more opportunities for children to understand sounds and letters. The childminder provides daily feedback to ensure parents are aware of their children's day. Parents state that they feel their children are safe and happy at the childminder's setting.

### **Personal development, behaviour and welfare require improvement**

Children settle well and are comfortable with the childminder. She is always close by to offer them reassurance and praise. The childminder gives children clear explanations about how to behave, and supervises them to make sure they are safe. For example, reminding them to use their manners, and talking about needing to wear sun protection on a very warm day. The childminder ensures that the children have opportunities to socialise. For example, she takes children to local playgroups. However, children do not have enough opportunities to learn about the wider community, particularly to broaden their understanding of similarities and differences between themselves and others.

### **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. Older children can use the toilet independently and are starting to write their own name. Younger children are developing their imaginations. For example, they enjoyed pretending to be hairdressers and playing with dolls.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY423547                                                                          |
| <b>Local authority</b>             | Harrow                                                                            |
| <b>Inspection number</b>           | 1094713                                                                           |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 1 - 5                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 4                                                                                 |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 6 May 2015                                                                        |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 2011. She lives in the London Borough of Harrow. The childminder operates Monday to Thursday, for most of the year.

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