

Childminder Report

Inspection date

12 May 2016

Previous inspection date

22 November 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
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 have a secure understanding of the statutory requirements and assessments of children's learning are not precise enough. For example, she does not complete the required progress check for all children aged between two and three years, to quickly identify and plan for any gaps in their learning.
- The childminder does not consistently plan experiences to extend what children already know and can do.
- The childminder does not make the best use of opportunities to extend children's knowledge of numbers and counting, to develop their early mathematical skills.
- The childminder has not fully developed relationships with other settings children attend to share information to support children's care, learning and development.
- The childminder reflects on her teaching practice but this is not rigorous enough to identify areas for development and drive improvements.

It has the following strengths

- The childminder forms positive relationships with parents and children. Children settle well and demonstrate good levels of self-esteem and independence.
- Children take part in some interesting activities, learn to respect others and behave well.
- Children eat healthy snacks and meals, and have daily opportunities for fresh air and exercise, which contribute to their physical well-being effectively.

What the setting needs to do to improve further

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

	Due Date
■ ensure that assessment of all children's progress is precise, to identify accurate next steps to help them make consistently good progress, review their progress between the ages of two and three years, and provide parents with a written summary of their children's development	14/07/2016
■ plan activities that build on what children know and can do.	14/07/2016

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

- increase opportunities for children to develop a greater awareness of mathematics
- extend the sharing of information with other settings children attend, to provide greater consistency in children's care and learning
- use evaluation more effectively to clearly identify any breaches in requirements and areas for development in practice, to improve outcomes for children.

Inspection activities

- The inspector checked the areas used for childminding.
- The inspector observed the childminder and children during play.
- The inspector examined a sample of policies, documents and children's records.
- The inspector spoke with parents and read testimonials to gain their views.
- The inspector discussed the childminder's self-evaluation process.

Inspector

Alison Southard

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder does not reflect on her teaching practice effectively to identify all areas for improvement and to monitor that she is meeting all requirements. For instance, she has not completed the required check to help monitor the progress of children aged two years effectively. The childminder uses what she knows of children's social, communication and physical skills when planning activities. However, she does not share the required written summary identifying any gaps in these areas with parents, to help them build on these at home. Nevertheless, the childminder gains parents' and children's views to help make changes. She attends some training, completes research and shares ideas with other providers to keep up to date and to gain new ideas to support her teaching practice. Safeguarding is effective. The childminder knows the procedures to follow if she has concerns for a child, to protect their welfare.

Quality of teaching, learning and assessment requires improvement

The childminder supports children in their play and shows an interest in what they are doing and saying. For example, she encourages children to develop their thinking and language skills as they share their ideas. The childminder observes children but does not effectively use what she learns to assess their development precisely and identify accurate next steps in their learning. This means she is unable to provide consistently challenging activities that build on what children already know and can do. Nonetheless, the childminder speaks generally about children's progress with parents to involve them in their children's learning.

Personal development, behaviour and welfare require improvement

The childminder offers settling-in visits for children and they settle well. However, she has not yet fully developed relationships with other settings children attend to provide consistency in their care, learning and development. The childminder helps children learn to keep themselves safe. For example, she discusses road safety when on outings and practises the evacuation drill with children. Children understand the routines and develop good hygienic practices.

Outcomes for children require improvement

Overall, children are motivated to learn and make steady progress. They develop confidence and good levels of self-esteem. For example, children are proud of their achievements as they put on their shoes. Children enjoy looking at books and completing puzzles, and develop a suitable awareness of early literacy. However, there are fewer opportunities for them to develop their mathematical awareness. Children have some opportunities to learn about diversity and the world around them. Overall, they develop appropriate skills in readiness for their move to school.

Setting details

Unique reference number	EY427009
Local authority	Richmond upon Thames
Inspection number	822747
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	22 November 2011
Telephone number	

The childminder registered in 2011. She lives in Barnes, in the London Borough of Richmond. The childminder holds early years professional status and has a relevant degree. The childminder works from 8am until 6.30pm, Monday to Friday, for most of the year.

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