

# Childminder Report

**Inspection date**

26 May 2017

Previous inspection date

12 December 2016

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Requires improvement</b> | <b>3</b> |
|---------------------------------------------------------------|-------------------------|-----------------------------|----------|
|                                                               | Previous inspection:    | Inadequate                  | 4        |
| 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 maintain a record of children's names and their hours of attendance, as required.
- The childminder has not yet developed strong working partnerships with parents. She does not share information about children's progress and their next steps in learning to provide continuity in children's development.
- The childminder does not evaluate her practice effectively to identify areas for development and make further improvements to her practice that benefit children.
- Occasionally, the childminder does not allow children enough time to answer the questions she asks them.

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

- The childminder knows individual children well and carries out regular assessments of their learning. She follows children's interests, helping them learn and make some progress.
- Children form close bonds with the childminder. They are happy and feel secure in her welcoming home environment.
- Children are active and enjoy different activities indoors and outdoors.
- The childminder praises children for their achievements. Children are kind, happy and behave well.

## What the setting needs to do to improve further

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

|                                                                                                                                                                         | Due Date   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| ■ maintain a daily record of the hours of attendance for the children being cared for on the premises                                                                   | 09/06/2017 |
| ■ work more effectively in partnership with parents to share information about children's ongoing progress and development so that their learning is continued at home. | 26/07/2017 |

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

- use self-evaluation more effectively to identify all aspects of the provision that can be developed to improve outcomes for children
- find more ways to help extend children's thinking, develop their imaginations and increase their speaking and listening skills.

### Inspection activities

- The inspector toured the areas of the premises that children use.
- The inspector held discussions with the childminder.
- The inspector and the childminder evaluated the effectiveness of an activity together.
- The inspector observed children's learning opportunities.
- The inspector looked at relevant documentation, such as the childminder's qualification certificates and children's records.

### Inspector

Katarina Hustava

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. The childminder knows how to recognise and report concerns about children's welfare to keep them safe. However, she has not maintained a record of children's names and their hours of attendance as required. The childminder understands that while checks are completed on household members, she should not leave them unattended with children to ensure their safety. The childminder communicates with the staff from other settings that children also attend to build on what children already know. However, she is not as successful in sharing information with parents about their children's learning. The childminder attends training and shares ideas with other childminders to help develop her skills and knowledge.

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

The childminder has arrangements in place to gather information about children's starting points when they join her setting. However, she does not yet involve parents in children's assessment process and does not discuss children's future learning to help provide continuity. Nevertheless, she has extended the variety of activities she provides for children to expand on their early literacy skills. For example, she spends more time with children reading books and provides them with a wide range of opportunities to make marks and develop their early writing skills.

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

Despite not keeping the required records of children's attendance, the childminder offers a secure environment and helps children stay safe; for example, she provides protection for children against a strong sun. The childminder teaches children how to lead healthy and active lifestyles. For instance, she provides healthy meals and daily opportunities for children to learn outdoors. The childminder takes children to different places in the community and beyond and helps them learn about and value diversity, people and the wider world.

### **Outcomes for children require improvement**

Children are happy and confident. They make some progress according to their starting points. Occasionally, children cannot express themselves before the childminder does because of her eagerness. Nonetheless, they learn skills that they need for their next stage of development, such as how to manage tasks themselves to help extend their independence. Children enjoy making a train track, drawing and blowing bubbles in the garden. They meet with other children and learn how to cooperate with one another and behave well.

## Setting details

|                                    |                                                     |
|------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>     | EY455223                                            |
| <b>Local authority</b>             | Kingston upon Thames                                |
| <b>Inspection number</b>           | 1080231                                             |
| <b>Type of provision</b>           | Childminder                                         |
| <b>Day care type</b>               | Childminder                                         |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register |
| <b>Age range of children</b>       | 2 - 4                                               |
| <b>Total number of places</b>      | 5                                                   |
| <b>Number of children on roll</b>  | 2                                                   |
| <b>Name of registered person</b>   |                                                     |
| <b>Date of previous inspection</b> | 12 December 2016                                    |
| <b>Telephone number</b>            |                                                     |

The childminder registered in 2013. She lives in Worcester Park, Surrey. The childminder provides care all year round, Monday to Friday from 8am to 6pm.

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