

Childminder Report

Inspection date

30 January 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the 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 provision requires improvement. It is not yet good because:

- The childminder does not provide enough opportunities for children who speak English as an additional language to learn and reach a good standard of the English language during their time in her care.
- The childminder does not support and coach her assistant through regular and effective supervision to raise the quality of her teaching to the highest level.
- The childminder's assessment of children's progress is not robust enough to show what children know and can actually do. Next steps in children's learning and development are not consistently identified.
- The childminder is not using her self-evaluation effectively enough to identify weaknesses in her provision and act upon them to secure continuous improvement.

It has the following strengths

- Children play and learn in an exciting, stimulating and well-resourced environment. Toys and play equipment are of a very high standard and presented effectively. Children are provided with good opportunities to make choices over their play and learning.
- Children form close and caring relationships with the childminder and her assistant. They are settled, comfortable and relaxed in their care.
- Parents contribute to the childminder's ongoing assessment of her provision through parental questionnaires. Parents' comments show that they are very happy with the childminder's provision.
- Children develop their knowledge of the local area. The childminder and her assistant take them on regular trips and outings to enhance their experiences.

What the setting needs to do to improve further

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

	Due Date
■ provide opportunities for children who speak English as an additional language to learn and reach a good standard in English	28/02/2017
■ implement effective supervision to train, coach and support staff to raise the quality of teaching to the highest level	28/02/2017
■ ensure assessment of children's progress is accurate and based on what children know and can do to inform future planning so that children make the best possible progress.	28/02/2017

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

- act promptly on weaknesses identified through the self-evaluation process to secure continuous improvement.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Lynn Hughes

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder does not give enough consideration to how she provides opportunities for children who speak English as an additional language to learn and practise their use of the English language during their time with her. She and her assistant consistently speak to children in their home language and rarely use English. The childminder has not yet implemented effective systems for her to coach and support her assistant through thorough supervision. As a result, the childminder has not focused on reviewing her assistant's professional development to ensure that she raises the quality of teaching and learning to a good level. The childminder has systems in place for reviewing and evaluating her provision, however, she has not acted promptly enough to address issues identified. Safeguarding is effective. The childminder demonstrates a good understanding of her responsibilities to protect the children in her care. She ensures that her assistant is kept up to date with current safeguarding knowledge. The childminder conducts thorough risk assessments to ensure children remain safe and secure in her care.

Quality of teaching, learning and assessment requires improvement

The childminder's assessment of children's progress is not yet precise enough to demonstrate what they know and can already do. She observes them at play and is using her observation to tailor planning to match their individual learning needs. However, some of the information she has recorded shows children to be achieving at a much higher level than they actually are. Children enjoy their time with the childminder and her assistant. They enthusiastically participate in a sound game, whereby they match pictures of animals to the relevant sounds. They enjoy painting masks of different animals in preparation for their Chinese New Year celebrations. Children explore real vegetables in the role play shop. They purchase their goods and take them away in their shopping bags.

Personal development, behaviour and welfare are good

The childminder creates a warm and welcoming environment with excellent facilities for children. Children make choices over their play and learning. They access resources from well organised, low-level storage units. Children move freely around the childminder's home and demonstrate that they understand the daily routines in place. Children develop a good understanding about keeping healthy. They enjoy well-balanced meals and snacks. Children's physical development is promoted. They have daily access to fresh air and exercise and learn about the benefits of keeping healthy through discussions and activities. Children behave well and understand the childminder's simple rules. They are kind and helpful towards each other.

Outcomes for children require improvement

Weaknesses in the childminder's assessment procedures and in the lack of opportunities children have to develop their use of English, mean that they are not well supported to make good progress in their learning. Children do, however, become independent and learn to manage their own care needs. They enjoy listening to stories and participating in singing activities. Children gain a range of basic skills to help to prepare them for their next stage of learning, including going to school.

Setting details

Unique reference number	EY478593
Local authority	Thurrock
Inspection number	1077352
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register
Age range of children	1 - 3
Total number of places	12
Number of children on roll	12
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2014 and lives in Grays, Essex. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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