

Childminder Report

Inspection date

30 April 2015

Previous inspection date

10 December 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder does not consistently plan and provide activities suited to children's individual development. As a result, they do not make the best possible progress in their learning.
- The childminder does not fully promote children's speaking skills, particularly during story times, to engage their fuller understanding of words which aid communication.
- Children do not have easy access to toys and resources to support their play. This does not enable them to consistently take the lead in their own play experiences.
- The childminder's self-evaluation is not fully effective in identifying the strengths and priorities for development. This does not fully support continuous improvement in the quality of the provision for children.

It has the following strengths

- The childminder's warmth and friendliness helps children to settle. This means they are happy and content in the childminder's care.
- Children acquire the basic skills they need for moving on to school. The childminder helps them to manage their own self-care. She also takes them to pre-school groups to enable them to socialise and build confidence with other children.
- The childminder's safeguarding arrangements protect children. Through recent training she has developed a secure knowledge of the possible signs and symptoms of child abuse. She knows who to speak to for advice and support should she have any concerns regarding a child's welfare.

What the setting needs to do to improve further

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

- plan and provide activities while at home that are suited to children's individual development and learning needs, that engage them in consistently challenging and exciting experiences
- ensure toys and resources are easily accessible and suitable for the age and stage of development of children, enabling them to broaden their play in many ways.

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

- make the most of opportunities during story times to help children's speaking by using effective questioning to promote their understanding and communication
- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for children.

Inspection activities

- The inspector observed play activities in the sitting room.
- The inspector looked at children's learning records and a selection of policies and procedures.
- The inspector checked evidence of the childminder's qualifications and suitability, and that of adult members of her household.
- The inspector carried out a joint observation with the childminder.

Inspector

Gill Cubitt

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The childminder has a reasonable understanding of the development stages of children but she is not precise enough when planning to promote children's learning individually. Accessible activities are often not exciting or sufficiently challenging. A play toy castle attracts attention but the lack of related resources means there is no opportunity to expand ideas. As a result, children lose interest, which does not promote their learning. The childminder shares children's progress with parents, helping them to continue their children's learning at home. Children take an active interest in books and the childminder encourages this by reading to them. She occasionally misses opportunities to increase children's speaking skills. For example, by asking questions about their understanding of sentences and encouraging them to repeat words to widen their vocabulary.

The contribution of the early years provision to the well-being of children requires improvement

Many of the childminder's toys and resources are not easily accessible for children to make independent choices. This has some restriction on their play as they have to ask the childminder for the toys they want. Children feel safe with the childminder and seek her comfort when they are tired, knowing the childminder will give them time and affection. The childminder guides children when outside with regard to their safety, teaching them to ride their scooters appropriately. Outings to the fire station also help children learn about hazards of fire. The childminder ensures children have rest and refreshment to support their health. The childminder celebrates children's achievements and encourages them to participate in the routines of the day. The childminder works with parents to manage children's behaviour and she offers children praise and encouragement. Children are clear about what is expected of them and they behave well.

The effectiveness of the leadership and management of the early years provision requires improvement

The childminder has improved her knowledge of the Early Years Foundation Stage and has taken advantage of the support offered by the local early years advisory team. She has mostly addressed the identified weaknesses at her previous inspection and has a reasonable understanding of her responsibilities. The childminder's many years of childcare experience, and her established partnerships with other childcare providers and health professionals are supportive for parents and children. The childminder evaluates children's learning well enough but her activity planning fails to present children with stimulation and challenges. The childminder does not fully reflect on her provision to identify and address areas of weakness. Therefore, she misses opportunities to continually develop her practice in order to improve the outcomes for children.

Setting details

Unique reference number	122941
Local authority	Wandsworth
Inspection number	1001439
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	1
Name of provider	
Date of previous inspection	10 December 2014
Telephone number	

The childminder registered in 1990. She lives in Tooting, within the London Borough of Wandsworth. The childminder offers flexible hours of care, Monday to Friday, throughout the year.

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