

Childminder Report

Inspection date

21 May 2015

Previous inspection date

10 June 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
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 has not fully met her legal obligation to provide Ofsted with all the information they require with regard to changes to her household.
- The childminder does not always take full advantage of the opportunities in play, planned activities or daily routines to promote children's counting skills.
- The childminder has yet to devise an ambitious framework for improving her professional knowledge that is aimed at achieving outstanding practice.

It has the following strengths

- Children make good progress because the well-qualified childminder capably promotes their learning and development. She has a good understanding of how children learn through play and exploration.
- The childminder interacts well with children to promote their speaking and language skills. She names objects and colours to extend their vocabulary. She describes what children are doing, demonstrating good use of language.
- Children are very settled and happy. They play confidently with the childminder and form good relationships with her. Their needs are well met because the childminder is sensitive to their individual personalities, interests and capabilities.
- The childminder establishes good partnerships with parents to enable frequent sharing of information. This effectively promotes a consistent approach towards children's care and learning.
- Children are kept safe because the childminder has a good understanding of how to protect them from harm. She successfully identifies and minimises potential risks to children.

What the setting needs to do to improve further

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

- make the most of all opportunities to promote children's numeracy skills, for example, by consistently incorporating counting into play, activities and routines
- strengthen professional development plans by devising different ways to increase knowledge and raise the overall quality of practice to a higher level.

To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of the name, date of birth, address and telephone number of any person aged 16 or over working or living on the premises (compulsory part of the Childcare Register)
- inform Ofsted of the name, date of birth, address and telephone number of any person aged 16 or over working or living on the premises (voluntary part of the Childcare Register).

Inspection activities

- The inspector viewed all areas of the home that are used for childminding.
- The inspector observed children engaged in a variety of activities, inside and outdoors.
- The inspector looked at children's assessment records and a range of other documentation, including policies and procedures and the childminder's self-evaluation document.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector checked evidence of the childminder's training and the suitability of all adults in the household.
- The inspector spoke to the childminder and children at appropriate times during the inspection.

Inspector

Victoria Mulholland

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder draws on the wealth of her experience to support children to make good progress. She provides a very broad range of good quality resources and activities to promote children's learning. She assesses children's capabilities and stages of development, and identifies what they need to learn next. The quality of her teaching is good. She shows children how to do things, such as building sandcastles and peeling the backs off stickers to decorate plant pots. This helps them to learn how to do things by themselves. Children enjoy the challenge of completing wooden puzzles. The childminder gives them time to solve problems for themselves and successfully fosters their perseverance and sense of self-belief. As children play, the childminder skilfully weaves in opportunities to talk about colours and size. On occasion, the childminder does not build fully on children's developing mathematical skills. For example, she does not take advantage of spontaneous opportunities to introduce counting during activities or everyday routines. Nevertheless, children are prepared well overall for the next stage in their learning, or the move on to school.

The contribution of the early years provision to the well-being of children is good

The childminder provides a safe and welcoming play environment for children. She works in partnership with parents to foster children's well-being and help them to settle in. She promotes children's independence and personal care skills well, relative to their ages and capabilities. She encourages children's sense of responsibility and cooperation, for example, as they help to tidy away toys. Children enjoy regular visits to local toddler groups, parks and soft-play centres, which effectively enables them to develop confidence in different social situations. Children's good health is successfully promoted. Children benefit from plenty of opportunities to play in the garden, and continue their learning outside in the fresh air.

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

The childminder has a generally suitable understanding of the Early Years Foundation Stage. However, she has not taken all of the necessary steps to ensure that Ofsted have been notified fully of adults moving into the premises. Although steps have been taken to ensure the suitability of all adults in the household, Ofsted have not received all the information that they require. Nevertheless, the impact is minimal as the childminder ensures that children are well supervised when other adults are present. The childminder reviews what she does and uses the views of parents to help her make improvements. Parents are happy with the service she provides. Since her last inspection, the childminder has further improved her teaching skills by completing a qualification in childcare. She regularly attends safeguarding and paediatric first-aid training to refresh and update her practices. She meets regularly with other childminders to share ideas and information. However, she has not yet considered a range of different ways to continuously improve and expand her professional knowledge.

Setting details

Unique reference number	201610
Local authority	Warwickshire
Inspection number	875067
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	10 June 2009
Telephone number	

The childminder was registered in 1994 and lives in Hampton Magna, Warwickshire. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant childcare qualification at level 3.

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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