

Childminder Report

Inspection date

24 October 2016

Previous inspection date

15 January 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
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 has not provided Ofsted with the information they need to carry out all the necessary checks to ensure that all those who live in the household are suitable.
- The childminder does not routinely make good use of information from her observations of children. Therefore, her assessment of and planning for children's development are not precise enough to help them consistently make good progress.
- The approach to self-evaluation is not thorough enough to help the childminder quickly identify new weaknesses in her practice. This means she does not successfully make continuous improvement.

It has the following strengths

- Children behave well. The childminder offers clear rules and boundaries to help children learn right from wrong.
- Children form good relationships with the childminder and with one another. They play confidently and enjoy their time in her home.
- The childminder has formed secure links with other early years settings where children also attended. There is a two-way flow of information about children's learning and development. This contributes to there being some consistency in preparing children in readiness for school.

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
■ provide Ofsted with the necessary information to enable them to carry out the required checks to ensure that any persons who live in the household are suitable	21/11/2016
■ ensure ongoing assessment is accurate and consistently used to inform the planning of challenging activities that sharply focus on children's precise learning needs, so they make the best possible progress.	19/12/2016

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

- implement rigorous self-evaluation to ensure any weaknesses are swiftly identified and promptly addressed to improve the quality of care, learning and development for children.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and children during the inspection.
- The inspector looked at relevant documentation, such as evidence of the childminder's qualifications and training.
- The inspector looked at evidence of the childminder's suitability and that of other household members.
- The inspector took account of the views of parents by reading their written testimonials.

Inspector

Judith Rayner

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder has not made sure that she always complies with requirements to provide Ofsted with information to enable them to carry out suitability checks on all individuals who live on the premises. However, children are never left unsupervised when anyone who has not been checked is present. The childminder has made some improvements since the last inspection. For example, she knows to complete the progress check for children aged between two and three years and to involve parents in the assessment. However, ongoing self-evaluation is not sufficiently focused on improving children's level of achievement or on quickly identifying areas of weakness in her practice. Safeguarding is effective. The childminder attends regular training to help her keep children safe, such as first aid and safeguarding. She also has a clear understanding of the procedures to follow should she have a concern about a child in her care. The childminder shares information with parents about children's experiences and talks about what they achieve at home.

Quality of teaching, learning and assessment requires improvement

The childminder observes children while they play. However, she does not use her observations well enough to make precise assessments of what children need to learn next. Consequently, her planning is not targeted precisely enough to ensure children consistently make good progress. That said, she does plan some activities that enable children to achieve at different levels. The childminder also has a sound understanding of how children learn through play and first-hand experiences. Some aspects of her teaching practice are good. She interacts well with the children and also gives them time to work out their own problems during mathematical activities. The childminder uses a wide range of interesting resources to help children learn and have fun while they play. For example, children count the coloured drinking straws as they thread them on string. They colour match the pieces of straw and work out how many they need to win the game. The childminder asks children questions and regularly engages them in conversations.

Personal development, behaviour and welfare require improvement

Children make independent choices and select toys they wish to play with. However, not all play is planned for precisely enough to match children's individual learning needs so that they make consistently good or better progress in all areas of their personal or physical development. The childminder praises children on their achievements and as a result, raises their self-esteem and confidence. The childminder supports children to value a healthy lifestyle. They learn about the importance of handwashing routines to stop germs from spreading. Furthermore, they spend time at the park and go for walks, benefiting from the fresh air and exercise.

Outcomes for children require improvement

Weaknesses in assessment and the subsequent planning of activities mean that children are not consistently making good progress from their starting points. That said, they do make some steady progress and are gaining useful skills in preparation for starting school. For example, they spend time concentrating when completing jigsaw puzzles. Children show an interest in play and have a positive attitude to learning.

Setting details

Unique reference number	252189
Local authority	Nottinghamshire
Inspection number	1058062
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	15 January 2016
Telephone number	

The childminder was registered in 1989 and lives in Worksop, Nottinghamshire. She operates her provision all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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