

Childminder Report

Inspection date

17 May 2018

Previous inspection date

29 September 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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 ensure her assistants have a sound understanding of safeguarding policy and procedures. Systems to induct, supervise and support assistants are not fully effective to develop their skills and knowledge further. This has an impact on children's learning and welfare.
- Partnerships with other settings and professionals are not robust to support children's learning and development. This means children's development needs are not supported to be reflective of them as an individual.
- Procedures for monitoring children's progress are not fully effective. The childminder does not address the required progress check to be informative to parents and professionals. She does not assess children's learning precisely enough to plan appropriately for their next steps in their development.
- The childminder does not effectively build on her professional knowledge or evaluate fully the service that she provides. Parental engagement is not explored fully to contribute to this process to help raise the quality of the provision further.

It has the following strengths

- The childminder provides a friendly caring environment for the children. Children are settled and form positive relationships with her and other children.
- Children are encouraged to be independent. This promotes their self-confidence. Resources are varied and easily accessible for children to choose.

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
■ ensure staff have received training to understand the safeguarding policy and procedures, and have up-to-date knowledge of safeguarding issues, including the 'Prevent' duty	30/06/2018
■ ensure staff are trained on the written procedures to be followed to safeguard children from abuse and neglect	30/06/2018
■ provide supervision to all staff to ensure they are supported, have opportunities for training, and contribute to continuous improvement	31/05/2018
■ establish a two-way flow of information with other settings that children attend and professionals engaged, to ensure a consistent approach to children's learning, development and care	31/05/2018
■ develop a secure knowledge of the required assessments to undertake, in order to evaluate observations, assess children's progress and determine the next steps needed in their individual learning.	30/06/2018

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

- develop an effective process for continuous reflection to build on strengths and fully identify and address weaknesses in practice, to drive improvement and improve outcomes for children, and ensure parents have opportunities to contribute to this.

Inspection activities

- The inspector observed children play, and the interaction between the childminder and her assistant as they engaged with the children.
- The inspector jointly observed with the childminder as the assistant engaged in an activity with the children.
- The inspector spoke to the childminder, her assistant and the children at appropriate times.
- The inspector accompanied the childminder while she collected children from nursery.
- The inspector took account of the views of parents.

Inspector

Shaheen Belai

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder has an appropriate understanding of child protection procedures and knows how to report concerns about a child's welfare. All persons working and living in the home have undergone suitability checks. The childminder does not address reflective practice effectively to have a secure grasp on identifying gaps in all aspects of the service that require further improvement. She and her assistants have completed some training for safeguarding. However, the childminder fails to identify that her assistants do not have a secure understanding of safeguarding procedures, including current government legislation. This has an impact on children's welfare. The childminder does not ensure that her systems to support her assistants in their roles are fully effective. Previous recommendations have been addressed adequately, bringing some parental engagement and improvements to children's learning. Parents comment positively about the service provided.

Quality of teaching, learning and assessment requires improvement

The childminder undertakes the required two-year-old progress check and shares this with parents. However, the information she provides in the progress check is not detailed to give parents and professionals a detailed account about the children's learning and development. Nevertheless, children are generally happy and settled. The childminder has an adequate awareness of children's interests and their language development. Children welcome her and her assistants' engagement as they play, such as with problem solving or as they learn how to use different props with play dough. Although the childminder makes observations of children's learning, she does not assess children's learning accurately enough. The childminder is aware of games the children particularly enjoy, such as those that help them develop their language skills and help fine tune their problem-solving skills.

Personal development, behaviour and welfare require improvement

The weakness in safeguarding and leadership compromise children's welfare. The childminder is attentive and caring, which helps the children feel safe and secure. Children play outdoors for long periods and enjoy the snacks on offer. This helps promote their good health needs well. Children respond well to praise and encouragement, boosting their self-esteem. Children learn about personal safety. They receive consistent reminders from the childminder, such as when crossing roads on outings.

Outcomes for children require improvement

Children make steady progress in their learning to help them with the future move to school. The childminder's assessment and observation processes require improvement to help children make better progress. Children are learning to be independent in their personal care. They learn to count, compare and use number language.

Setting details

Unique reference number	504405
Local authority	Barking & Dagenham
Inspection number	1070407
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	29 September 2014
Telephone number	

The childminder registered in 1997. She lives in Barking, in the London Borough of Barking and Dagenham. The childminder cares for children Monday to Friday from 7am to 6pm, throughout most of the year. The childminder works with two assistants.

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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