

Childminder report

Inspection date	28 June 2019
Previous inspection date	9 June 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Good	4 2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The childminder has failed to provide Ofsted with enough information to ensure all required suitability checks are made on all people living on the premises, in a timely manner.
- The quality of teaching is variable. The childminder does not use her observations and assessments of children's learning as effectively as possible. Children's next steps are not precisely identified to enable the childminder to plan challenging activities that develop children's individual knowledge and skills fully.
- The childminder does not evaluate the quality of her provision effectively to help her identify and address any weaknesses.
- The childminder's plans for professional development for herself and her assistants are not sufficiently focused on improving the quality of teaching and children's outcomes.

It has the following strengths

- Children share close bonds with the childminder and each other. They are confident, happy and settled. The childminder is a positive role model and children behave well.
- The well-qualified childminder provides a warm and welcoming environment. Children have easy access to a broad range of resources and equipment that reflect their interests and individual needs.
- Parents are complimentary about the care and teaching the childminder provides.

What the setting needs to do to improve further

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

	Due date
ensure all required documents are completed to enable Ofsted to make the appropriate checks on any person living on the premises in order to assess their suitability	31/07/2019
use the information gathered from observations and assessments to plan challenging activities based on children's precise next steps in learning.	31/07/2019

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

- develop self-evaluation to identify and address any weaknesses in the provision and to drive improvement
- implement a programme of continuous professional development to raise the quality of teaching to a higher level and improve outcomes 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 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 all the adults living or working on the premises.
- The inspector spoke to children during the inspection.
- The inspector spoke to parents and took account of the views of parents through written feedback provided.

Inspector

Dawn Robinson

Inspection findings

Effectiveness of leadership and management is inadequate

Arrangements for safeguarding are not effective. The childminder has not provided sufficient information to Ofsted about every adult living on the premises to enable the completion of all relevant suitability checks. The childminder has an appropriate safeguarding policy. She is aware of the signs and symptoms that may indicate a child is at risk of harm and understands the procedures to report any concerns. The professional development of the childminder and her assistants does not focus enough on developing their teaching skills and knowledge. However, she does meet with other childminders to share ideas. The childminder does not have effective systems in place to review her provision in order to clearly identify areas to develop further. The childminder tracks children's progress and regularly shares information with parents verbally about what their children have been doing.

Quality of teaching, learning and assessment requires improvement

The childminder provides a variety of activities for the children in her setting and at local groups. She carries out some observations and assessments of children's progress. The childminder identifies some next steps in children's learning, but they are very general and lack focus. As a result, the childminder does not always target activities well enough to build further on what children already know and can do. Interactions between the childminder and children help to support the children's developing communication and language skills. For example, younger children repeat words the childminder says, and they are building their vocabulary. Children enjoy drawing pictures of witches and describing what they look like. They are supported by the childminder to describe the shape of the witch's hat and add more details. The childminder encourages children to count how many candles they have placed on the birthday cakes they have made from play dough. This helps to develop children's mathematical skills.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management mean that the welfare of the children is not secure. The childminder provides a welcoming environment. Children are taught to work cooperatively as they help to tidy away. They learn to share and take turns. The childminder provides healthy and nutritious snacks and meals, taking into consideration their individual needs, such as allergies. She teaches the children good hygiene routines. The children are taken to a variety of groups and activities in the local community, such as toddler groups, story time at the library and soft play. This provides opportunities for children to develop their social skills and engage in new experiences. They visit local parks where they explore nature, enjoy exercise and develop their physical skills.

Outcomes for children require improvement

All children make steady progress from their starting points. However, they are not sufficiently challenged to make even better progress. Despite this, children are confident and independently access resources in self-chosen play. Older children are learning some of the key skills required for their next stage of learning. For example, they listen carefully to instructions, count with increasing accuracy and are able to manage their own personal hygiene.

Setting details

Unique reference number	510853
Local authority	Stoke-on-Trent
Inspection number	10071302
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	12
Number of children on roll	14
Date of previous inspection	9 June 2015

The childminder registered in 2001 and lives in Stoke-on-Trent. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She occasionally works with an assistant.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

