

Childminder report

Inspection date	13 November 2018
Previous inspection date	12 May 2014

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

The provision is inadequate

- The childminder does not meet the requirements of the early years foundation stage. She has failed to obtain and maintain records of information that is required for all of the children she cares for. This means that children's safety and well-being is compromised.
- The childminder has failed to complete the required progress check on children aged between two and three years. She does not provide parents with a short written summary of their child's progress.
- The childminder does not use the information that she gathers from observations to provide children with appropriate levels of challenge, to support them to make the best possible progress in their learning.
- The childminder does not work in partnership with children's parents to get a better understanding of children's progress and learning needs. Parents are not informed about their children's development and how they can support their learning at home.
- The childminder does not use effective methods to reflect on and evaluate the service she is providing. She has not identified breaches to the requirements and weaknesses in planning and assessment.

It has the following strengths

- Children are happy and settled. They develop secure relationships with the adults caring for them.
- The childminder and her assistant support children to lead healthy lifestyles. For instance, they provide children with regular opportunities to have fresh air and exercise.

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 that records of personal information are obtained for each child who attends the setting	30/11/2018
ensure that systems are implemented to carry out the required progress check for children between the ages of two and three years	30/11/2018
use information gathered from observation effectively, to target teaching and close gaps in children's learning	30/11/2018
improve partnerships with parents to ensure that they are informed about, and involved in, their child's care and learning arrangements.	30/11/2018

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

- use self-evaluation effectively to identify any weaknesses, including breaches of the requirements, and take action to improve the quality of the setting

Inspection activities

- The inspector had discussions with the childminder, her assistant and children during the inspection.
- The inspector sampled a range of documents and children's records.
- The inspector carried out a joint observation with the childminder and reflected on the effectiveness of the activity.
- The inspector observed interactions between the childminder, her assistant and the children.
- The inspector read the parents' feedback in their questionnaires.

Inspector

Victoria Nicolson

Inspection findings

Effectiveness of leadership and management is inadequate

The arrangements for safeguarding are not effective. The childminder does not obtain and keep records of children's personal details, including information about health, care needs and who has parental responsibility. This could have a significant impact on children's safety. The childminder and her assistant are aware of child protection matters. They understand the procedures that they must follow to report any concerns they may have about a child's welfare. The childminder does not carry out the required two to three year assessment of children's progress. She fails to provide parents with a short written summary of their child's progress. The childminder has not developed effective methods to evaluate and reflect on her practice. She has not identified the breaches to requirements. The childminder is aware of her responsibilities to ensure that children only have contact with suitable people. She follows effective procedures to ensure that her assistant is safe and suitable for her role. The childminder supports her assistant to develop her skills. For example, she supports her to access training and she has recently completed a relevant early years qualification.

Quality of teaching, learning and assessment requires improvement

The childminder carries out observations on children as they play. However, she does not use her observations to target her plans to meet children's learning needs. Children have opportunities to take part in interesting activities. However, their learning needs are not considered, to provide support for the areas that children find more challenging. The childminder has not developed effective partnerships with children's parents, to involve them in supporting their children's learning at home and to gain a better understanding of children's learning and care needs. The childminder interacts with children well and is a good role model. She supports children's developing language well. For instance, she models language and introduces new words to children as they play.

Personal development, behaviour and welfare are inadequate

The childminder fails to obtain records for children in her care. This is a breach to requirements and children's safety and well-being are compromised. The childminder and her assistant follow effective methods to support children to manage their behaviour. For example, they support children to learn to share and take turns with the resources. The childminder provides children with a welcoming environment. Children can make their own choices about their play as they independently select resources. The childminder and her assistant support children to learn about the lives and backgrounds of people from backgrounds different to their own, such as through a diverse range of resources and activities.

Outcomes for children require improvement

Children make some progress from their starting points. However, due to weaknesses in assessment and planning they do not make the progress that they are capable of. Children develop some skills that support them with the next stage of learning. For example, older children are curious and keen to explore different textures during sensory play. Younger children develop an interest in early literacy and they enjoy sharing stories with the childminder.

Setting details

Unique reference number	EY262156
Local authority	Swindon
Inspection number	10060414
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 8
Total number of places	6
Number of children on roll	19
Date of previous inspection	12 May 2014

The childminder registered in 2003 and lives in Highworth, near Swindon, Wiltshire. She operates from 8am until 6pm, Monday to Friday, all year round. The childminder has three assistants registered to work with her. She and one of her assistant have early years qualifications, at level 2 and above.

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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Piccadilly Gate
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