

Childminder Report

Inspection date

20 January 2016

Previous inspection date

7 August 2015

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

Summary of key findings for parents

This provision is inadequate

- The childminder does not have a secure knowledge of safeguarding procedures. She is unclear about how to identify and report concerns about children's welfare.
- Despite being well qualified, the childminder demonstrates a poor understanding of the Early Years Foundation Stage learning and development requirements. She does not keep her professional development up to date to ensure she has the relevant knowledge to provide children with positive learning experiences.
- Although children make some progress in their development, the childminder does not assess their learning precisely enough to plan effectively and give children suitable challenge in their play.
- Self-evaluation is ineffective and does not help the childminder improve her practice.

It has the following strengths

- Secure, caring attachments are evident between the children and the childminder. Consequently, children exhibit good levels of self-esteem and confidence.
- The childminder shares information with parents about activities and experiences children have taken part in while in her care. She speaks with parents on a daily basis to promote continuity in children's care and learning.

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
■ improve knowledge and understanding of safeguarding issues so that concerns about children's welfare are identified and reported as appropriate	29/01/2016
■ increase knowledge of the Early Years Foundation Stage learning and development requirements and good childcare practices to improve outcomes for children and provide positive learning experiences	29/01/2016
■ assess children's progress more precisely to identify gaps in development and plan effectively to help children make good progress.	29/01/2016

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

- develop an ongoing programme of professional development to raise the quality of teaching and the learning outcomes for children
- develop an effective self-evaluation system to identify and tackle areas of weakness, to improve practice and children's experiences.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector took into account the written views of parents and carers provided on the day.
- The inspector sampled a range of documentation, including attendance records, suitability checks, the self-assessment information, and children's observation, assessment and planning records.
- The inspector held discussions with the childminder and spoke with children at appropriate times throughout the inspection.

Inspector

Tina Garner

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The childminder has an inadequate knowledge of the procedures to follow in the event of a child protection concern. The childminder continues to lack knowledge of the learning and development requirements. Consequently, children's learning and development is not effectively promoted. Although the childminder has begun to evaluate her service, she does not accurately identify areas of weakness to improve her practice. Professional development needs to advance her knowledge, skills and the quality of teaching have not been identified. Therefore, her practice remains weak. She has received some advice and guidance from the local authority and relies on their visits for support. Consequently, since the last inspection, some improvements have been made to aspects of the provision but other weaknesses continue.

Quality of teaching, learning and assessment is inadequate

The childminder carries out some observations of children's progress. However, assessments of children's learning are not accurate and do not identify children's progress or current abilities. Consequently, children's experiences, although enjoyable, do not challenge them enough to help them make good progress towards their early learning goals. This means that much of the learning that takes place is incidental, not planned. The children learn some new skills because the childminder instinctively supports them in their play. For example, she reinforces emerging mathematical skills as she counts along with children during activities. Children enjoy being creative. They make marks on paper and develop their physical skills as they use scissors to cut out pictures. Older children are confident to share their ideas and to ask the childminder for help.

Personal development, behaviour and welfare are inadequate

Children's welfare is ineffectively promoted overall due to poor safeguarding practice. The childminder forms warm relationships with children and gives them lots of praise. Children are supported to develop social skills and good manners. The childminder encourages them to share, take turns and develop friendships through play. As a result, children behave well. They learn to respect individual differences and are developing an appropriate understanding of the needs of others. Children access fresh air and exercise every day. For example, the childminder takes children for walks in the local community or uses the garden for play. Resources are of a good quality. However, poor teaching means that the childminder does not make best use of these to provide good quality learning experiences for children.

Outcomes for children are inadequate

Children do not make enough progress. Activities offer insufficient challenge as they are not closely linked to children's individual learning needs. Therefore, children are not supported in the best possible way to prepare them for their future learning.

Setting details

Unique reference number	EY282615
Local authority	Leicestershire
Inspection number	1025160
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 12
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	7 August 2015
Telephone number	

The childminder was registered in 2004 and lives in Melton Mowbray. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years 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.

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.gov.uk/government/organisations/ofsted. 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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, 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 website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

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

© Crown copyright 2015

