

Childminder report

Inspection date	4 April 2019
Previous inspection date	22 June 2016

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		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 has not kept her safeguarding knowledge up to date. She has not ensured that her assistant has a secure understanding of his role in safeguarding children. This poor understanding puts children at risk of harm.
- The childminder makes limited use of professional development opportunities and does not have a secure understanding of her role. Nor does she ensure that her assistant has the support he needs to deliver effective teaching.
- The childminder does not fully work in partnership with parents. Exchanges of information focus on children's general well-being. The childminder does not share information about children's development with parents, to enable them to work together to support children's learning effectively.
- The quality of teaching is weak. The childminder does not use her interactions with children effectively to help them develop new skills, including with their speaking, listening and understanding. She has a poor understanding of the information that needs to be included in the progress checks for children aged two years.
- The childminder does not monitor children's progress accurately. She does not identify precisely what each child needs to learn next or plan thoroughly for their individual needs. Children do not make the progress of which they are capable.
- The childminder does not regularly reflect on the quality of what she does and has not identified the significant weaknesses in her practice.

It has the following strengths

- There are warm attachments between the children, the childminder and the assistant.
- The childminder ensures that children get daily fresh air, healthy food and the sleep and rest they need.

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
develop a secure understanding of all safeguarding responsibilities, including the procedures to follow to keep children safe, in line with the Local Safeguarding Children Board	01/05/2019
provide the assistant with the supervision, training and guidance needed to safeguard children and support their learning effectively	01/05/2019
ensure a meaningful two-way flow of information with parents about children's progress in order to support their learning more effectively	01/07/2019
improve understanding of the learning and development requirements, including the required progress check for children aged two years, to improve the overall quality of teaching	01/07/2019
plan and deliver a range of suitably challenging activities that meet the individual needs of each child, including supporting children's developing language skills effectively	01/07/2019
monitor children's progress accurately and regularly to identify precisely what each child needs to learn next.	01/07/2019

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

- improve the use of self-evaluation, to identify and address breaches in requirements and areas of weaker practice.

Inspection activities

- The inspector observed the childminder and the assistant as they interacted with the children.
- The inspector carried out a joint observation with the childminder and discussed the quality of the teaching and learning.
- The inspector discussed arrangements for safeguarding children, assessing risks and administering first aid and medication.
- The inspector took account of the views of parents.
- The inspector looked at documentation, including children's records and the childminder's qualifications.

Inspector
Sarah Holley

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. Although the childminder attends regular safeguarding training, she has gaps in her safeguarding knowledge. For example, although she is able to recognise many of the signs of potential abuse or neglect, she has a more limited understanding of the 'Prevent' duty guidance. She understands her role in reporting concerns about a child's welfare but is not clear how to do so to the Local Safeguarding Children Board. Her assistant is unaware of the 'Prevent' duty guidance. He does not know how to escalate any concerns about a child's welfare beyond reporting them to the childminder. The childminder has a poor understanding of her role in supporting and monitoring the practice of her assistant. She undertakes limited professional development herself. This lack of support and professional development has had a negative impact on the quality of teaching, which has declined since the last inspection. The childminder does not monitor her practice effectively and has not identified this decline in quality. There are weaknesses in assessments of children's learning which mean that the childminder is not able to share thorough information with parents about their child's progress. However, parents speak very warmly of the childminder. They value the care and kindness she shows to their children.

Quality of teaching, learning and assessment is inadequate

The childminder does not have a good understanding of the learning and development requirements of the early years foundation stage. This limits her ability to assess children's progress or plan challenging learning experiences. For example, although she completes the required progress checks for children aged two years, she is unclear about the purpose of these or exactly what information must be included. The childminder does identify where there is a potential, significant delay in a child's progress. However, she does not then provide consistent support to help close these gaps. For example, although she recognises that some children need extra help to understand and use the words for everyday items, she does not consistently support this learning. She focuses most of her conversations on older children with more advanced language skills. Overall, her assessments of children are too broad to enable her to plan well for their individual needs. For much of her time, the childminder focuses on supervising children, rather than extending their learning effectively. Children choose from a wide range of toys, but do not show any prolonged interest in what is on offer. There are some stronger aspects of teaching. For example, the childminder helps older children to recognise and recite numbers to help develop their mathematical skills.

Personal development, behaviour and welfare are inadequate

The childminder's poor safeguarding understanding compromises children's safety and welfare. The weaknesses in teaching and planning lead to children who are easily distracted and do not show sustained interest in what they are doing. However, the childminder supervises children closely and her home is safe and welcoming. Children show that they like the childminder and her assistant. For example, older children call them by pet names and all children enjoy their cuddles and kind words. Children's behaviour is typical for their ages. Children develop some independence in managing their own needs. For example, they learn about the importance of washing their hands

before they eat. They develop their understanding of a healthy lifestyle, including through the nutritious home-cooked meals the childminder provides.

Outcomes for children are inadequate

The weaknesses in challenge and support for children have a significant impact on their learning and progress. Children are not developing well into inquisitive and independent learners. That said, they are developing confidence to be away from home. Older children are developing some of the skills needed for the move to school or nursery. For example, they learn to recognise some letters of the alphabet, numbers and shapes.

Setting details

Unique reference number	EY330537
Local authority	Milton Keynes
Inspection number	10064847
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	22 June 2016

The childminder registered in 2006. She lives in Shenley Church End, in Milton Keynes, and works with an assistant. She provides care all day, Monday to Friday, throughout the year.

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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