

Childminder Report

Inspection date

7 July 2016

Previous inspection date

29 March 2012

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:

- Children are not consistently motivated and inspired to learn. The childminder does not always plan and provide children with challenging and exciting activities suited to their interests and individual stage of development.
- The childminder is aware of the progress check for children aged between two and three years, and her responsibility to provide parents with a short written summary. However, she has not yet fully implemented this in her setting.
- The childminder has not established a consistent two-way flow of information about children's learning with parents and other providers. Children do not benefit from good continuity between the different settings they attend.
- The outcomes for children are not good enough. The childminder's overview of the quality of activities planned, and her teaching practice does not help to ensure all weaknesses are swiftly identified and addressed.

It has the following strengths

- The childminder's home is safe and secure. She ensures that all possible hazards within the environment are minimised. This helps to keep children safe.
- The childminder accesses training and liaises with a range of professionals to keep her skills up to date. This has a positive impact on the quality of care children benefit from.
- The childminder is very kind and caring. She gets to know children well. Children form close attachments to her. They are settled and relaxed within her care.
- Generally, the childminder ensures children acquire the basic skills they need to move on to school. For example, children develop key social skills. They are beginning to learn to share, take turns and play well with others.

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
■ enhance the planning and provide children with more challenging and exciting activities, suited to their interests and individual stage of development, in order to consistently motivate and inspire them to learn	30/09/2016
■ improve knowledge of the progress check for children between the ages of two and three years and provide parents with a short written summary	30/09/2016
■ increase partnership working and share information about children's learning more frequently with parents and other providers to promote better continuity between the different settings they attend	30/09/2016
■ ensure that the written statement of procedures to be shared with parents in relation to making a complaint is accurate, with specific regard to the Ofsted contact details.	29/07/2016

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

- strengthen self-evaluation, so that all weaknesses within the quality of the activities planned and teaching practice are swiftly identified and addressed to improve the outcomes for children.

Inspection activities

- The inspector observed teaching practice and conducted a joint observation with the childminder.
- The inspector viewed the areas used for childminding and held discussions with the childminder.
- The inspector looked at the documents available, including children's learning records, policies and procedures.
- The inspector checked evidence of the suitability and qualifications of the childminder.
- The inspector discussed with the childminder her methods for self-evaluation.
- The inspector sought the views of parents from written evidence provided.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder does not accurately monitor the quality of activities planned and teaching practice to help improve the outcomes for children. However, she does evaluate the setting and takes into account the views of those who use it. Parents comment that they are happy with the service provided. The childminder does aspire to improve. The arrangements for safeguarding are effective. The childminder has a good knowledge of safeguarding legislation and child protection procedures. She fully understands her responsibility to report any concerns to the relevant agencies. This helps to protect children from harm.

Quality of teaching, learning and assessment requires improvement

The childminder does not yet consistently complete the progress check for children aged between two and three years. However, she does observe children's development and assesses their learning. The childminder identifies the next steps in children's learning. However, she does not make the best use of what she knows to plan and provide exciting experiences that promote children's learning effectively. Sometimes children struggle to take part or become absorbed in their learning. Children are not consistently helped to reach their full potential. Nevertheless, the childminder has a basic overview of children's progress. This helps to ensure no child falls behind. The childminder works in partnership with parents and other providers to share some information. However, information about children's learning is not shared in enough detail to promote good continuity between all those involved in their education.

Personal development, behaviour and welfare require improvement

Although children have access to a range of activities and experiences, they are not always motivated and inspired to play, explore and ultimately, learn. The childminder's home is bright, welcoming and well resourced. Children's physical and emotional well-being is promoted adequately in many ways. Children benefit from opportunities to learn about being healthy. For example, the childminder ensures they learn about the importance of good hygiene routines, such as washing their hands before snacks and meals. The childminder finds out about children's care needs and ensures these are well met. Children learn about respect, tolerance and acceptance. The childminder offers children experiences that help them to learn more about the world around them.

Outcomes for children require improvement

Children are not making good enough progress in their learning. The childminder does not consistently provide children with the individual challenges they need in their learning to help them make the best possible progress. Nevertheless, children are confident and independent. They enjoy attending. Children spend time being creative and imaginative. They particularly like craft activities, construction resources and role play games. Children understand the routines and expectations of the setting and are sometimes keen to help with small tasks. Children develop skills in communication and language. Children talk, sing and display some interest in stories. In the main, children are beginning to develop many of the skills needed to become successful learners.

Setting details

Unique reference number	EY364563
Local authority	Warwickshire
Inspection number	863814
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 9
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	29 March 2012
Telephone number	

The childminder was registered in 2007 and lives in Bedworth, Warwickshire. The childminder operates all year round from 7.30am until 6.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder supports children with special educational needs or disability.

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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