

Childminder report

Inspection date	14 February 2019
Previous inspection date	17 September 2014

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

Summary of key findings for parents

This is a provision that requires improvement

- The childminder does not keep a record of children's attendance, as required.
- The childminder has not developed partnerships with staff at other settings children attend to fully promote a shared approach towards their care and learning.
- The childminder does not celebrate and share the cultures and traditions of all the children attending, or of those in the wider world, to help them celebrate and understand the differences and similarities between themselves and others.
- The childminder does not effectively reflect on her practice and identify professional development opportunities that will ensure she meets the requirements of registration and enhance how she supports children's progress in all areas even further.

It has the following strengths

- Children form close relationships with the childminder. She is warm and caring and knows the children very well. She is very responsive to their needs and this means children are extremely settled and secure.
- Children make good progress in their development. The childminder interacts well with the children during their play. Children are confident, interested and engaged in their activities and concentrate well.
- Partnerships with parents are good. They feel the childminder keeps them well informed about their children's progress so they can support their development at home. Parents are pleased with the care and education their children receive.
- Children are very proud of their achievements and develop good levels of self-esteem.

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
keep a daily record of the hours of children's attendance.	21/02/2019

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

- develop partnerships with key persons at other settings children attend, to promote a shared approach to children's all-round learning
- provide better opportunities for children to learn about and celebrate the differences and similarities between themselves and others
- use self-evaluation more effectively, to identify professional development opportunities that focus on raising the quality of the practice even further.

Inspection activities

- The inspector observed the childminder's interactions with the children and the impact on children's learning.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector read some written feedback from parents and spoke to a parent and took account of their views.
- The inspector observed an activity and evaluated it with the childminder.
- The inspector sampled some documentation, including children's records, policies and training certificates.

Inspector

Charlotte Jenkin

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder does not keep a record of children's hours of attendance, as required. She has not used self-evaluation effectively to help her identify all the areas she can improve, or to gain new knowledge and implement new ideas into her practice. However, the childminder has kept up to date with mandatory training, such as safeguarding, and has addressed the recommendations from the last inspection. For example, she introduces more mathematics into children's play and this has improved their development in this area. The childminder has not developed partnerships with adults who support children at other settings they attend. This does not fully promote continuity in children's learning. Safeguarding is effective. The childminder has a secure knowledge of child protection issues and wider safeguarding legislation. She knows who to contact if concerned about a child's welfare.

Quality of teaching, learning and assessment is good

The childminder knows the children well. She is confident in her knowledge of where children are in their development, what they need to learn next and when they may need extra help and encouragement. The childminder supports children's language development well. For example, she talks to the children about what they are doing, reads stories, sings songs and recites nursery rhymes. Older children have good language skills and confidently engage in conversations. The childminder supports older children to gain the skills they need for early writing. For example, they clap hands while singing and use tweezers to pick up blocks, to strengthen their hand muscles and develop coordination.

Personal development, behaviour and welfare require improvement

Children learn to socialise and share and take turns. The childminder is a good role model and is polite and respectful towards the children. Older children develop tolerance towards the younger ones. For example, when a young child knocks down a tower, they are asked nicely not to do it again. Children have regular opportunities for fresh air and exercise. They walk to school daily, visit local parks and play in the garden. The childminder provides children with nutritious snacks and meals that contain each of the food groups daily, to promote their growth and development. The childminder has not explored fully how she can help children learn about the similarities and differences between themselves and others in the local community and the wider world. Although children have regular patterns of attendance, the childminder does not keep an accurate register. This potentially impacts on how she promotes their welfare.

Outcomes for children are good

Young children explore their environment with confidence, persevere with new tasks and delight in exploring why things happen. For example, they concentrate on taking a pen lid off and putting it back on, again and again, and roll the pen on the table. Older children confidently predict what may happen when they try and balance another brick on their tower. They say 'It won't balance, it will fall' then test to see if they are correct. Children develop self-help skills, such as putting their shoes and coats on. They develop good attitudes and skills that prepare them well for their next stage of learning.

Setting details

Unique reference number	EY370595
Local authority	Wiltshire
Inspection number	10069887
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	17 September 2014

The childminder registered in 2008. She lives in Atworth, Wiltshire. The childminder offers childcare before and after school, term time and during the school holidays. She operates from Monday to Thursday. The childminder receives funding for the provision of free early education for children aged three and four years.

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

