

Childminder Report

Inspection date

8 February 2018

Previous inspection date

9 June 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the 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

This provision is inadequate

- The childminder has insufficient knowledge and understanding of current safeguarding matters, such as protecting children from extreme behaviours and views. This means children are not adequately safeguarded.
- Procedures for monitoring children's progress are not fully effective. The childminder does not always use her observations and assessments of children to identify and address gaps in their learning. Her planning of activities is not consistently effective in providing the right level of challenge for children. Children do not make as much progress as possible.
- The childminder does not involve parents in their children's ongoing assessments to fully support continuity of children's learning between home and the setting.
- The childminder does not focus well enough on evaluating her practice to help her identify breaches in requirements and to help her make improvements.

It has the following strengths

- The childminder supports children's emotional development well. She closely follows their care routines and is always close by to offer children reassurance. Children are settled and have a strong attachment with the childminder. The childminder is patient, kind and caring.
- The childminder provides opportunities for children to learn about similarities and differences in people's lives and show respect for one another.

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
■ gain knowledge of the current safeguarding legislation and ensure safeguarding procedures are in line with the guidance from the Local Safeguarding Children Board, including indicators that a child may be at risk of harm from extreme behaviours and views	09/03/2018
■ ensure observations and assessments of children's learning are used accurately, so that any gaps in their development are identified and activities are planned to help children to make progress in all areas of learning.	09/03/2018

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

- improve communication with parents and involve them in their children's ongoing assessments so that they can support children's learning better at home and complement learning between the setting and home
- improve self-evaluation to drive ongoing improvements and to help identify any breaches in requirements and weaknesses.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector took into account views of parents through written statements.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held conversations with the childminder. She discussed the childminder's suitability and her qualifications. She also discussed with the childminder her self-evaluation and safeguarding procedures.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The childminder is unaware of changes to legislation, such as the 'Prevent' duty guidance to help to further protect children from harm. Also, her safeguarding procedure is not in line with the Local Safeguarding Children Board procedures. The childminder has attended safeguarding training to improve her knowledge, however, her knowledge of safeguarding issues is not secure and has not been embedded. Self-evaluation is also not sufficiently developed to clearly identify the significant areas for improvement. The childminder develops positive relationships with parents to help ensure children's individual care routines are in place. However, the childminder does not have ongoing dialogue with parents about what children can do at home or involve them in assessments to better support children's learning. The childminder understands the importance of notifying Ofsted of any significant events.

Quality of teaching, learning and assessment requires improvement

The childminder does not plan effectively for children's learning needs. She does not use her observations and assessments precisely enough to consistently plan appropriate activities that help children achieve the best possible outcomes. The childminder knows that children learn through play. She provides activities that widen their understanding of the world. For example, they visit places in the local area, such as parks, the library and children's groups. The childminder does provide some activities that follow children's interests and interacts with them in positive ways. For example, the children like to play with the construction bricks and play animals.

Personal development, behaviour and welfare are inadequate

The weaknesses in safeguarding mean children's welfare cannot be assured. However, the childminder cares well for the children's physical needs and is attentive to their needs. She is friendly and has created positive relationships with children. Care routines are well established and children are comfortable in their surroundings. They eat nutritious foods, are active and follow good hygiene practices. Children behave well. The childminder acts as a good role model to help children learn how to behave. For example, she encourages children to share and take turns.

Outcomes for children require improvement

Children develop some of the key skills required for future learning, such as listening. However, inconsistencies in the quality of teaching mean that children do not always make the progress of which they are capable. They have a positive attitude to learning and are developing independence and social skills.

Setting details

Unique reference number	EY382328
Local authority	Doncaster
Inspection number	1087312
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	15
Name of registered person	
Date of previous inspection	9 June 2014
Telephone number	

The childminder registered in 2008 and lives in Doncaster. The childminder operates her childminding service all year round from 7.30am to 6pm, Monday to Friday, except for a week at Christmas, bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

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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