

# Childminder Report

**Inspection date**

15 September 2015

Previous inspection date

13 December 2010

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Inadequate</b> | <b>4</b> |
|---------------------------------------------------------------|-------------------------|-------------------|----------|
|                                                               | Previous inspection:    | Good              | 2        |
| 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 match teaching to children's abilities. She does not provide a varied enough range of activities that build on children's interests, stimulate their curiosity or capture their imagination. The childminder does not use assessments to inform targets for learning or secure necessary interventions. As a result, children do not always enjoy their learning or progress well.
- The childminder does not actively promote equality and diversity in learning. Children with additional needs do not have equal chances to take part in activities or receive the same level of support as other children. They do not develop in key areas, such as communication and language. This has an impact on the key skills they need for school.
- Children do not have the space to make their own decisions, share their thoughts or gain confidence in themselves. The childminder does not manage children's behaviour positively and they have few chances to foster their independence. This does not promote children's self-esteem or emotional well-being.
- The childminder has limited knowledge and understanding of working with parents. The information she passes on to parents does not give a clear enough picture of how children are progressing. The childminder has not established partnerships with professionals to help children access the support they need to reach their full potential.

### It has the following strengths

- The childminder demonstrates a sound knowledge of her responsibility to protect children in her care. She is aware of the signs and symptoms of abuse and knows whom to contact if she has concerns about a child's welfare.
- Children take part in regular outings to local community groups and parks. As a result, children are physically active and experience plenty of fresh air.

## 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 the educational programmes for communication and language, and children's personal, social and emotional development so they gain the skills they need in readiness for their move to nursery or school                                                                                             | 27/10/2015 |
| ■ ensure assessment information is used effectively to plan appropriate teaching and learning strategies, including to identify children who are falling behind in their learning or who need additional support, enabling all children to make good progress, achieve well and enjoy their learning          | 27/10/2015 |
| ■ ensure that the progress check at age two is used effectively to share any areas where the child's progress is less than expected and to work in partnership with parents and other professionals to identify and support a targeted and timely plan to support the child's future learning and development | 27/10/2015 |
| ■ implement robust systems for monitoring the educational programmes to ensure that any variations in progress made by children are swiftly identified and acted upon so that all groups of children make good or better progress given their starting points                                                 | 27/10/2015 |
| ■ ensure equality of opportunity is promoted through teaching and learning so that the childcare is accessible and inclusive, and that no child is treated less favourably than another child by reason of the child's gender, or disability and/or learning difficulty.                                      | 27/10/2015 |

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

- reflect on practice in more detail to identify all weaknesses and use these findings to develop targeted action plans that support improvement, particularly in children's learning and development.

**Inspection activities**

- The inspector observed the childminder's practice with the children.
- The inspector discussed the children's development with the childminder.
- The inspector discussed the process of self-evaluation with the childminder and how she obtains the views of all those that use her provision.
- The inspector examined a selection of documentation, including online progress reports and parents' comments on the provision.

**Inspector**

Melissa Cox

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The childminder's monitoring of the quality of the provision is not rigorous enough. Gaps in children's learning are not being quickly identified or targeted through appropriately challenging activities. Assessments of learning have not been used to good effect so children are falling further behind in their learning. The childminder has completed a range of training courses, including some that promote communication and language skills. However, she has not applied what she has learnt to her practice. The childminder's self-evaluation has not identified areas of weakness, so these remain. As a result, she has not sufficiently improved the provision for children's learning and development. Safeguarding is effective.

### Quality of teaching, learning and assessment is inadequate

The quality of teaching is weak. The childminder does not plan for the specific needs of the children in her care. Her interactions do not build on what children know or need to do next. As a result, older children, particularly groups of boys, are not being engaged or challenged in their learning. The childminder uses a basic selection of play materials to occupy babies. She does not promote equality of opportunity as some children get more attention than others. This significantly affects the progress some children make in their communication and social skills. The childminder liaises with parents daily to share children's routines and experiences. However, she does not support them to understand how their child is doing in relation to their age or stage of development, or actively work with them to seek timely interventions where required.

### Personal development, behaviour and welfare are inadequate

The childminder does not effectively support children's emotional well-being. She leaves babies to play by themselves alongside older children in the setting. This does not foster secure or trusting attachments for the youngest children. In addition, the rigid routine of the day prevents children from making their own choices. For example, the childminder is slow to respond to children's repeated requests to play outside. She often over directs children; they do not have opportunities to do things for themselves, such as taking responsibility for self-care skills. This limits their independence in readiness for school. The childminder does not guide children's behaviour through positive interaction. This does not promote children's self-esteem or help them learn about managing their feelings.

### Outcomes for children are inadequate

Children with identified needs and those who receive additional funding do not make as much progress as their peers, given their starting points. The childminder has not effectively addressed these gaps. In particular, she has not provided effective support for children to catch up in their communication, language and social skills. As a result, they are not well prepared for their move to school.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY408741                                                                          |
| <b>Local authority</b>             | Hampshire                                                                         |
| <b>Inspection number</b>           | 831691                                                                            |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 0 - 5                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 3                                                                                 |
| <b>Name of provider</b>            |                                                                                   |
| <b>Date of previous inspection</b> | 13 December 2010                                                                  |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 2010. She lives in the Lychpit area of Basingstoke, in Hampshire. She operates flexibly all year round. The childminder holds a relevant early years qualification at level 3. She receives funding for free early education for children aged two, 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.gov.uk/government/organisations/ofsted](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

