

Childminder report

Inspection date:

26 September 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder and her co-childminder work closely together to help children settle into this caring and homely environment. They help children to feel safe, increase their confidence and encourage them to extend their self-help skills during routine tasks. The childminder observes children to find out what they enjoy and can do. However, she does not regularly use this information to help her identify precisely what children need to learn next to help them make good progress. Therefore, the activities she provides do not sufficiently challenge children to build further on what they already know and can do. Children enjoy talking to the childminder about their interests and experiences, and she places an appropriate focus on introducing new words and encouraging children's use of speech. However, children do not have enough opportunities to explore mathematical and literacy concepts. For example, recognising shapes and numerals and learning about quantity and early phonics. Children enjoy using a range of media and materials. For example, they use a variety of tools as they shape and cut dough. Children are not consistently motivated to learn and, on occasions, activities do not capture their interests fully enough. In particular, the older and most able children's learning is not fully extended.

What does the early years setting do well and what does it need to do better?

- The quality of teaching is variable. The childminder does not plan and provide a purposeful range of interesting activities across the curriculum. In particular, to promote children's learning in mathematics and literacy, in readiness for school.
- The use of assessment requires improvement. The childminder does not use the information she gathers from her assessments of children's progress well enough to help her identify and plan for children's next steps in learning. Children do not make consistently good progress in all areas.
- The childminder is up to date with all the required mandatory training to help keep children safe and promote their welfare. However, she does not take advantage of professional development opportunities available to help increase her knowledge of the areas of learning and improve the quality of teaching.
- The childminder forms close relationships with parents and keeps them informed about their children's care daily. However, there are not effective systems in place to share information about their progress to help parents extend and support children's learning at home.
- The childminder helps children to learn about the codes of behaviour she has in place and they begin to learn how to manage their feelings and behaviour. They respond well to changes in the routine and quickly get ready for lunch and when it is time to go outdoors.
- Children form secure attachments with the childminder and enjoy her company. She engages them well in imaginative play and they enjoy her interactions as

they play in the garden on the wheeled toys, pretending to shop.

- The childminder plans a varied range of opportunities for children to visit the local parks and places of interest. She helps them learn about the natural world and how to keep safe while they look for natural items and living things.
- The childminder uses various cultural festivals as a base to help children learn about the wider community and diversity. For example, children visit the Chinese supermarket to buy food for their tasting activity and listen to traditional Chinese music.

Safeguarding

The arrangements for safeguarding are effective.

There are robust procedures in place to ensure household members and those caring for children are suitable to do so. The childminder regularly assesses their ongoing suitability. The childminder and her co-childminder have a clear understanding of child protection and the wider safeguarding issues. The childminder knows the procedures to follow if she has a concern. She carries out daily checks to ensure the premises are safe and suitable. The childminder helps children understand the rules in place for their safety and teaches them how to keep safe in the home and on outings.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the quality and range of activities on offer to extend the children's learning in mathematics and literacy	15/11/2019
ensure that information gathered from children's assessments about their level of development is used consistently to help provide challenging activities that support children to make good progress.	15/11/2019

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

- make better use of professional development opportunities to help increase knowledge of areas of learning and improve the quality of teaching across the curriculum

- improve the quality of information that parents receive about their children's progress, to help them extend and support children's learning at home.

Setting details

Unique reference number	EY417741
Local authority	Worcestershire
Inspection number	10074628
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	6
Number of children on roll	13
Date of previous inspection	19 April 2016

Information about this early years setting

The childminder registered in 2010 and lives in Bromsgrove. She operates all year round from 7am to 6pm, Monday to Friday, except for two weeks at Christmas, bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with a co-childminder.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder and her co-childminder.
- The inspector spoke to the childminder, her co-childminder and children during the inspection.
- The inspector looked at a sample of the childminder's documentation. This includes information about the suitability of members of the household and her policies and procedures.
- The inspector took into account the views of parents.

We carried out this inspection 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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