

Childminder Report

Inspection date

20 March 2018

Previous inspection date

9 July 2014

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:

- The childminder has not undertaken any recent professional development and there are weaknesses in her teaching knowledge and the quality of her practice. She does not always focus her planning sharply enough on what children need to learn next. As a result, children do not make the progress of which they are capable.
- The childminder lacks an understanding of what must be included in the required progress check for children aged between two and three years. She does not provide parents with the required written summary, or use this aspect of assessment to identify any gaps in children's learning.
- The childminder has not developed links with all other settings that children attend. She does not fully promote continuity in children's care and learning.

It has the following strengths

- The childminder and her assistant are warm and caring. They support children's emotional well-being effectively. Children are comfortable and happy in their care.
- The childminder and her assistant are good role models for children. As a result, children know what is expected of them and they learn to share and take turns. Children behave well.
- The childminder successfully promotes children's good health. For example, children follow suitable personal hygiene routines and enjoy healthy snacks and meals.

What the setting needs to do to improve further

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

	Due Date
■ raise the quality of teaching and learning opportunities for children to a consistently good level	03/05/2018
■ ensure that assessment and planning focus on what individual children need to learn next, to support them to make consistently good progress	03/05/2018
■ develop an understanding of what is required to review and check children's progress when they are aged between two and three years, and provide parents with a written summary of their child's development.	03/05/2018

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

- develop links with staff at other settings children attend and share information about children's well-being and achievements, to fully promote continuity in children's care and learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke with the childminder, her assistant and children at appropriate times during the inspection.
- The inspector looked at relevant documentation and checked the suitability of the childminder, her assistant and members of the home.
- The inspector took account of parents' written comments and views.

Inspector

Trisha Turney

Inspection findings

Effectiveness of the leadership and management requires improvement

Although the childminder is well qualified, she does not ensure that her own practice and that of her assistant fully meet the learning and development requirements. The childminder has not continually built on her knowledge of how children learn. This means she lacks some understanding of current good practice. The childminder oversees the practice of her assistant and supports her further development. However, weaknesses in the childminder's practice mean that she does not always support her assistant effectively to raise the quality of her teaching. Safeguarding is effective. The childminder's home is safe and secure. The childminder and her assistant are aware of the local child protection referral procedures to follow if they are concerned about a child. They keep their knowledge about child protection and first aid up to date. The childminder shares information regularly with parents about children's care and routines. Parents' comments show they are happy with the service provided. The childminder reflects on her practice regularly and identifies priorities for improvement, including her current training needs.

Quality of teaching, learning and assessment requires improvement

The childminder has some knowledge and understanding of how to support children's learning and development. However, the quality of teaching is not continually strong enough to help her ensure that children make as much progress as they can. She does not prioritise her planning and teaching on the areas where children need the greatest support. At times, expectations of children do not match their stage of development. The childminder and her assistant do use some suitable teaching strategies as they play alongside children. For example, they use language focused on size and colours as children build with bricks.

Personal development, behaviour and welfare require improvement

The childminder does not consistently share what she knows about children's progress and well-being with other settings that they attend. She does not always fully promote continuity in children's care and learning. The childminder offers settling-in sessions when children first start. As a result, children settle quickly and are eager to play. The childminder and her assistant offer plenty of praise and encouragement to children as they play. This helps to develop children's confidence and self-esteem. The childminder provides opportunities for children to develop their physical skills, for instance, as they visit the park and spend time in the back garden.

Outcomes for children require improvement

Overall, teaching requires improvement to ensure all children make at least good progress in their learning and development. Children gain the basic skills that they need to be prepared for when the time comes for their move on to school or nursery. Children develop sound social skills as they learn to play cooperatively with friends. They independently choose resources and learn to manage their care needs.

Setting details

Unique reference number	EY421954
Local authority	Milton Keynes
Inspection number	1071361
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	12
Number of children on roll	20
Name of registered person	
Date of previous inspection	9 July 2014
Telephone number	

The childminder registered in 2011 and works with an assistant. She operates her provision all year round from 7.30am to 6pm, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a relevant childcare qualification at level 3.

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. 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 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.

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 website for news, information and updates at 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
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

