

Childminder Report

Inspection date

1 July 2015

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder failed to notify Ofsted of changes to her circumstances within legal timescales. Therefore, there was a delay in carrying out suitability checks on adults living in the household.
- The childminder does not share information about children's progress with other early years settings attended by children. Consequently, she does not fully support their continuity of learning.
- The childminder does not evaluate her practice rigorously enough to identify gaps in her knowledge. This leads to inconsistencies in her practice.
- Children's awareness of personal safety is not fully developed to ensure they would know the procedures for exiting the premises in the event of an emergency.

It has the following strengths

- The childminder sets clear learning intentions when planning activities to support children's development. She identifies that a play dough activity introduces children to new vocabulary, counting opportunities and the development of their fine motor skills.
- The childminder sets very clear and consistent boundaries for behaviour. This means that children learn to adapt their behaviour and understand what is expected of them.
- Children enjoy warm and positive relationships because the childminder provides plenty of attention and interacts purposefully with them. Consequently, they feel secure.
- The childminder makes good use of opportunities to broaden children's experiences. Children become confident socialising and sharing with others when attending activity and play groups. This equips them well for moving on to nursery and school.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure there is a two-way flow of information with other early years settings that children attend in order to share assessment of their progress and support continuity of learning more effectively.

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

- extend children's awareness of their own safety, for example, by practising the emergency evacuation procedure with them
- develop a more rigorous system for self-evaluation in order to identify and address weaknesses in knowledge about the Early Years Foundation Stage.

To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of changes of circumstances as soon as they can but no later than 14 days after the change occurs (compulsory part of the Childcare Register)
- inform Ofsted of changes of circumstances as soon as they can but no later than 14 days after the change occurs (voluntary part of the Childcare Register).

Inspection activities

- The inspector spoke to the childminder and children at appropriate times. She observed general play, a focused activity and mealtimes.
- The inspector discussed children's progress and looked at their assessment reports.
- The inspector checked evidence of suitability of the childminder and other household members aged over 16 years. She examined some records, training and qualification certificates and the childminder's safeguarding procedures.
- The inspector read some references provided by parents.

Inspector

Hilary Preece

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The childminder knows the children well because she observes them and is interested in the way they learn. She uses some effective teaching strategies that she has gained from training courses to engage children in learning. For example, she develops their attention, listening and understanding by getting down to the children's level, gaining eye contact and modelling simple, clear speech. This successfully encourages their communication and language skills. Overall, children make steady progress in learning and develop many of the skills required for the next stage in their learning. The childminder makes simple assessments of progress at regular intervals and shares these with parents. However, she does not share these with other early years settings that children attend, and does not seek to use assessments carried out by other settings to inform her own planning. This means that continuity of learning is not fully supported.

The contribution of the early years provision to the well-being of children requires improvement

Children settle well and form close bonds with the childminder because she spends time getting to know them. She visits children in their own home and arranges settling-in sessions in her home prior to starting. The childminder pays close attention to meeting children's individual health and medical needs. She finds out from parents precisely how to meet their dietary needs. She prepares freshly cooked, nutritious meals using ingredients that she checks are suitable for each child's diet. Children develop independence as they select toys and resources from the small range that is readily accessible. The childminder consistently explains why they must hold her hand when using the staircase to the property. She has an emergency procedure to evacuate her second-floor flat. However, she has not tested it with children to contribute to their developing awareness of safety.

The effectiveness of the leadership and management of the early years provision requires improvement

The childminder is well qualified and understands how children learn and develop. However, she primarily works as a nanny and her understanding of all the requirements of the Early Years Foundation Stage is not entirely secure. Consequently, she was unaware of notifying Ofsted of any changes of circumstances and to persons living in her household within the prescribed timescale. The required checks are now in process for all persons in the household. The childminder is aware of the signs and symptoms of abuse and neglect and knows who to contact to seek advice in order to safeguard children. She carries out basic risk assessments within her home and keeps adequate records to support safe practices. The childminder works well with parents. She provides them with copies of her policies and offers daily feedback, both verbally and in diaries. Parents are very complimentary about the childminder and report that she is very good at stimulating children's learning and encouraging them to grow in confidence. The childminder identifies her strengths through self-evaluation. However, she has not considered how to monitor practice more effectively to identify and address weaker areas of knowledge or practice.

Setting details

Unique reference number	EY431156
Local authority	Hertfordshire
Inspection number	946984
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	3
Number of children on roll	3
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2011, she lives in St Albans, Hertfordshire. She operates two days a week during term-time only from 8.30am to 3.00pm. She holds an appropriate early years qualification at level 3. She also works as a home child carer.

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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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