

Childminder Report

Inspection date

22 May 2015

Previous inspection date

12 May 2009

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
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		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- The childminder's observations and assessments of children's achievements are not consistent in identifying children's next steps in learning, in order to support their continued progression.
- Partnerships with parents and other settings children attend are not sufficiently developed.
- Ofsted has not been provided with the relevant information about the childminder's assistant. This means the necessary procedures for checking the suitability of the assistant have not been completed.
- The childminder does not have sufficient knowledge of the characteristics of effective teaching and learning.
- The childminder does not have procedures in place to complete the progress check for children between the ages of two and three years.

It has the following strengths

- Children are happy and emotionally secure because of the warm and nurturing family environment the childminder provides.
- The childminder is a good role model and interacts with children in a loving and playful way.

What the setting needs to do to improve further

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

- ensure observations and assessments of each child's achievements across the seven areas of learning are used effectively, so that the planning of activities meets children's needs and helps them to make the next steps in their learning
- devise better methods of working in partnership with parents and other settings children attend, to ensure information regarding children's learning, development and well-being is consistently shared, in order to use this information to plan precisely for children's next steps in learning and to promote their ongoing progress.

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

- improve knowledge of the different ways in which children learn, with particular regard to the characteristics of effective teaching and learning, in order to plan and guide children's activities more effectively to enhance the progress children make
- improve knowledge of when to implement the progress summary of children between the ages of two and three years, and provide parents with a short written assessment of their child's development in the prime areas of learning.

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

- ensure Ofsted is informed of the name, date of birth, address and telephone number of any person working with children (compulsory part of the Childcare Register)
- ensure Ofsted is informed of the name, date of birth, address and telephone number of any person working with children (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed children's activities in the childminder's home.
- The inspector looked at children's assessment records.
- The inspector spoke with the childminder and interacted with the children at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability of all household members and the childminder's assistant. She also looked at a sample of the childminder's policies and procedures and the childminder's self-evaluation form.

Inspector

Jacky Kirk

Inspection findings

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

The childminder understands how to promote the learning and development of children. The environment is well organised and enables children to access toys and resources easily. The quality of teaching is variable. The childminder extends children's thoughts and conversations, as she helps them to recall how they made bracelets using dried pasta and pipe cleaners. Children enjoy painting and mixing colours. They copy the childminder as she shows them how to paint flowers using their fingertips. Children see print in their environment as, for example, toy boxes are labelled. They look for letters cut into potatoes and use these to print their name onto paper. This develops children's reading and writing skills. The childminder introduces children to mathematical concepts, such as symmetry, as she demonstrates how to paint a butterfly by folding the paper in half. The childminder has partially addressed the recommendation from her last inspection, by developing systems to observe and assess children's achievements. However, these are not consistently used to establish children's progress, and to plan appropriate next steps in children's learning. The childminder talks with parents about their child's interests and care needs. She provides parents of younger children with a daily diary sheet, that includes information about what they have enjoyed doing. However, arrangements to work in partnership with parents using a joint approach, to support children's learning are not fully effective. Therefore, the sharing of information to promote learning when children are in the care of the childminder or at home is not always successful. Consequently, some children do not always make the best possible progress.

The contribution of the early years provision to the well-being of children is inadequate

The childminder has not met her legal responsibility with regard to ensuring she provides Ofsted with the relevant information about her assistant. However, children settle quickly, are confident and form warm attachments with the childminder. The childminder applies consistent routines and boundaries, which help children understand what is expected of them. Consequently, children are well mannered, polite and behave well. Children enjoy healthy snacks, meals and drinks. They learn appropriate hygiene practices, such as washing hands, blowing noses and helping to tidy up. This helps them develop a good understanding of how to keep themselves safe and healthy. The childminder helps prepare children for their move on to pre-school and school by encouraging their independence. For example, she helps children learn to change into their school uniform. However, partnerships with other settings children attend are not sufficiently established. Relevant information is not always shared and, therefore, children do not benefit from consistency in their care and learning.

The effectiveness of the leadership and management of the early years provision is inadequate

The childminder has not followed the correct procedures for providing Ofsted with the required details of her assistant. This compromises children's welfare and safety. Nonetheless, the childminder's assistant has undertaken a Disclosure and Barring Service

check, has a current paediatric first-aid qualification, and has attended safeguarding training. The childminder demonstrates a reasonable understanding of her roles and responsibilities. She implements a range of policies and procedures, and completes risk assessments of her home and when on outings. This helps to keep children safe and healthy. Additionally, she keeps up to date with mandatory training, such as paediatric first aid and safeguarding. However, the childminder lacks the knowledge of her requirement to provide parents with a written summary of children's progress between the ages of two and three years. Furthermore, she is not fully familiar with the different ways in which children learn. Consequently, she does not plan activities that help children to explore, concentrate and develop problem-solving skills to help them progress well towards their early learning goals.

Setting details

Unique reference number	EY359187
Local authority	Leicester City
Inspection number	873569
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	5
Name of provider	
Date of previous inspection	12 May 2009
Telephone number	

The childminder was registered in 2007 and lives in Leicester. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder occasionally works with an assistant.

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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