

Childminder Report

Inspection date

16 June 2015

Previous inspection date

20 January 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		Inadequate	4
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		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 does not have a sufficient understanding of the learning and development requirements. She does not use assessments effectively, including the required progress check for two-year-olds, to identify children's next steps in learning and monitor their progress.
- The childminder has not attended training to support her professional development and to guide good-quality learning and development experiences for children.
- The childminder has not kept her paediatric first-aid training up to date. This is also a breach of the requirements of the Childcare Register.
- The childminder does not provide parents with up-to-date information on how to contact Ofsted. This is also a breach of the requirements of the Childcare Register.
- The childminder does not work well with other early years settings children attend to share information about children's learning and development.
- Self-evaluation is not robust enough to identify breaches in requirements.
- The childminder does not always use counting and provide numeral and word labelling in the environment to support children's mathematical and early reading skills.

It has the following strengths

- Children enjoy their time in the nurturing environment. They form strong bonds with the caring childminder, looking to her for praise and reassurance.
- The childminder interacts well with the children in a range of activities that support their interests. She provides appropriate explanations and questions children to promote their thinking.

What the setting needs to do to improve further

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

- ensure that assessments for all children, including the required written progress check for two-year-olds, are precise, identify their next steps accurately and are used to monitor progress effectively from their starting points
- undertake appropriate training and professional development to ensure up-to-date knowledge of the current framework to offer children quality learning and development experiences
- attend a paediatric first-aid course
- make details about how to contact Ofsted available to parents

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

- improve communication with other early years settings children attend to maintain a continuous approach to children's learning
- develop the process for self-evaluation to put in place a plan of action to meet the requirements of the Early Years Foundation Stage and improve outcomes for children
- support children's mathematical and literacy skills further by counting more frequently and providing labelling in the environment for children to see different uses for words and writing.

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

- obtain an appropriate first-aid qualification (compulsory part of the Childcare Register)
- make information on Ofsted's address available to parents (compulsory part of the Childcare Register)
- obtain an appropriate first-aid qualification (voluntary part of the Childcare Register)
- make information on Ofsted's address available to parents (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed children playing inside.
- The inspector spoke with the childminder at convenient times during the inspection. This included discussions on how to promote children's safety and well-being.
- The inspector considered the written views of parents.
- The inspector sampled documentation including planning, self-evaluation, policies and procedures.

Inspector

Rachael Williams

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is inadequate

The childminder uses information from parents to plan activities when children first attend to help them settle. However, she does not work well with other providers to share information to maintain a consistent approach to children's learning. The childminder plans a range of enjoyable experiences. She provides children with different materials and resources, which they explore and use imaginatively. However, she does not always use opportunities to count during their activities, and there is little labelling in the environment to develop children's early reading skills. The childminder supports children's language skills, providing a description of their actions. However, children's experiences lack depth and challenge because the childminder has poor knowledge of their next steps and their stage of development. This is because her assessment arrangements are weak.

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

The childminder uses the local environment well to provide children with opportunities to be physically active, meet people in the community and to explore nature, such as the life cycle of butterflies. She protects children on outings, ensuring their understanding of road safety. The childminder knows children's care needs well. She has a good knowledge of what soothes children to sleep, such as a favourite teddy. The childminder supports children's understanding of behaviour expectations well. She helps children calmly talk through issues, giving them time to calm down and to explain how they feel. Children show concern for their friends, offering alternative toys and stroking their head. The childminder has improved her practice for administering medication. However, she has not kept up to date with her first-aid training so that she is clear about procedures to follow.

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

The childminder does not keep her knowledge of requirements up to date, such as changes to Ofsted's contact details to provide to parents should they have a complaint. This has also led to her having limited knowledge of the learning and development requirements as she is not using the current statutory framework. The childminder has not undertaken appropriate training, including first aid, to improve her practice. Therefore, she does not always offer children good-quality learning experiences. The childminder does not effectively monitor children's progress and does not have a robust understanding of their stage of development. She has sound partnerships with parents and outside agencies to support children's well-being. Arrangements for self-evaluation are not effective because the childminder has not recognised all areas for improvement to meet the requirements. The childminder is aware of her responsibility to protect children and safeguard their welfare, following appropriate procedures, should she have any concerns.

Setting details

Unique reference number	EY231217
Local authority	Somerset
Inspection number	1011626
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	20 January 2009
Telephone number	

The childminder registered in 2002. She lives in Wembdon, Bridgwater. The childminding service operates each weekday throughout the year.

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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