

# Childminder Report

## Inspection date

12 June 2015

## Previous inspection date

14 February 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

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

- Parents are not sufficiently engaged in working in partnership with the childminder. The childminder does not obtain information from parents about what children can do on entry. In addition, systems used to share information about children's current development lack rigour. As a result, continuity for children's care and learning is not always promoted.
- The childminder is not familiar with using observation to assess children's needs accurately or to use information collected to effectively identify their next steps in learning. As a result, activities provided for children are not always suitably challenging to further develop their knowledge and skills.
- Ongoing assessments are not used skilfully to identify gaps in children's learning, so that early intervention can be sought if necessary.

### It has the following strengths

- The childminder devotes her time and attention fully to the children in her care. As a result, children develop a strong sense of belonging as they form appropriate relationships with the childminder and each other. This reinforces children's self-confidence and emotional well-being.
- The childminder uses her sound knowledge of the safeguarding and welfare requirements to help make sure children are kept safe. She has attended training in child protection. The childminder is aware of the signs and symptoms that would cause her concern about a child's welfare and knows how to respond appropriately.
- The childminder is skilled in modelling language and helps children to concentrate and engage in learning as they play. This generally helps children to be ready for school.

## What the setting needs to do to improve further

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

- involve parents in their children's learning by improving the exchange of information on entry and during the placement, and encouraging them to share their views and providing ideas about how they can enhance children's learning and development at home
- observe children to understand their level of achievement, interests and learning styles and shape learning experiences based on these for each child reflecting those observations to help them to make the best possible progress in their learning and development
- improve knowledge and understanding of the learning and development requirements, so that ongoing assessments are used effectively to ensure activities provide appropriate levels of challenge for all children; identify particular gaps in their development and to seek early intervention if necessary.

### Inspection activities

- The inspector observed activities, speaking to children at appropriate times while they played.
- The inspector discussed children's learning with the childminder following an activity.
- The inspector spoke to the childminder about the daily routines and children's individual learning and development.
- The inspector looked at policies and a range of other documentation, including evidence of suitability of the childminder and members of her family.
- The inspector looked at the childminder's evidence of self-evaluation, including the views of parents in writing.

### Inspector

Kim Barker

## Inspection findings

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

Although, the childminder is well qualified, her practice is variable. Children are learning through their play, but they are not always supported to make good progress. The childminder helps children to concentrate and remain interested as they lead their own play. Toddlers say, 'catch' as they go to throw a ball. The childminder follows their interest and involves all of the children in the game. Toddlers learn colour and number names. Older children identify colours and count. However, the childminder is not clear about how to identify the next steps in children's learning, so they make the best progress. The childminder models language very well as she encourages positive behaviour. She weaves sharing and taking turns into fun and exploration. However, the childminder lacks knowledge of how to make the best use of information gained from observations of children's play. This means that gaps in children's development are not easy to identify and target. As a result, children are not provided with sufficient challenging experiences appropriate to their age or stage of development.

### **The contribution of the early years provision to the well-being of children is good**

Children have positive relationships with the childminder and each other. As toddlers arrive for the day, they are warmly welcomed and invited to play. The childminder uses this time to encourage children to play together and to share their thoughts and ideas. Children line up balls in a row and proudly identify that they have made a caterpillar. The childminder recognises children's understanding of previous learning and helps them to make sense of their ideas. The childminder ensures children get fresh air and exercise and develop their physical skills. They have open access to her garden and regular opportunities to visit local parks. Children run along mats that they set out as a track. They share their delight with the childminder, who joins in and invites toddlers to have a go too. Children are encouraged to attend to their own toileting needs, including appropriate handwashing routines. The childminder skilfully introduces new words and concepts, as she chats while she changes toddlers' nappies. As a result, children gain confidence, self-awareness and an understanding of their own needs.

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

The childminder has not yet fully developed her understanding of the learning and development requirements, therefore, her practice is inconsistent. She is aware of the requirement to provide parents with a written summary of the progress check for children between the ages of two and three years. However, she is not clear about how to use ongoing assessments as a way of tracking children's development. Parents are encouraged to have pre-visits and build appropriate relationships. However, initial assessments are not gathered to inform the childminder of where children are in their development. As a result, initial planning is not informed by information about what children already know and can do. Consequently, educational programmes are not adequately implemented to support individual children in making good progress.

## Setting details

<b>Unique reference number</b>	255002
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	866921
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14 February 2011
<b>Telephone number</b>	

The childminder was registered in 1997 and lives in the Great Barr area of Birmingham. Her provision operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years 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](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

