

Childminder Report

| | |
|--------------------------|-------------------|
| Inspection date | 11 September 2015 |
| Previous inspection date | 19 March 2015 |

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| | Previous inspection: | Inadequate | 4 |
| 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 does not provide sufficient opportunities for children to think for themselves and to explain what they know during activities.
- The childminder does not provide opportunities for children to lead and develop their play according to their preferences.
- The childminder has not taken effective steps to minimise the potential hazards in the outside play space.
- Children's understanding of other cultures and the world around them is not always fully promoted.

It has the following strengths

- The childminder has a reasonable understanding of the requirements of the Early Years Foundation Stage. She uses her skills to provide for children's needs adequately.
- The childminder carries out regular assessments of children's development and agrees the next steps in learning with parents.
- The childminder provides a welcoming environment and quickly helps children to settle on arrival. She interacts warmly at all times and children form strong attachments with her. They demonstrate by their behaviour that they feel emotionally secure in her care.
- Children learn to mix with other children from a range of backgrounds, they share and take turns when they attend groups.

What the setting needs to do to improve further

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

| | Due Date |
|--|-----------------|
| <ul style="list-style-type: none"> ■ ensure there is a good balance between adult-directed activities and child-led play, enabling children to learn more by leading their own play | 02/10/2015 |
| <ul style="list-style-type: none"> ■ provide opportunities for children to think and explain what they know and understand during learning experiences | 02/10/2015 |
| <ul style="list-style-type: none"> ■ take reasonable steps to minimise potential hazards in the outside play space, ensuring children can play safely at all times. | 25/09/2015 |

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

- increase opportunities for children to understand the lives of different people and communities.

Inspection activities

- The inspector looked at the areas of the childminder's home used for the care of children.
- The inspector observed teaching and learning activities inside and outside.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector looked at a sample of procedures and children's records, and reviewed the childminder's self-evaluation form.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Adelaide Griffith

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is ineffective because the childminder has not carried out robust risk assessments and taken reasonable measures to ensure potential hazards outside are effectively addressed. However, the childminder has a suitable understanding of wider safeguarding issues. Since the last inspection the childminder has made some improvements to her setting. She has adequately addressed the actions and recommendations raised to enhance the quality of her provision. The childminder regularly meets with other childminders and has opportunities to discuss practice issues. She now maintains a learning journey for children, in which she records observations and assesses their progress.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable and this means that some aspects of children's needs are not fully met. Although the childminder has helped children to increase their speaking skills, they have not yet achieved the expected level of development for their age. Therefore, they are not yet making good progress. The childminder constantly talks with children in their first language and also uses some English words that extend their vocabulary. However, she does not ask questions so that children can think and express what they know. Although she gives guidance throughout activities, the childminder is not responsive to children's lead. Opportunities are not used effectively to build on children's interests because learning is overly adult-directed. The childminder encourages children to count during activities and she obtains books from the library to promote their early literacy skills. Children have opportunities to learn about the world around them because the childminder plans activities to celebrate a range of festivals. However, there are few resources to reflect cultural diversity and other communities.

Personal development, behaviour and welfare require improvement

The childminder provides a welcoming environment in which children have a sense of belonging. Children are happy in the care of the childminder who fosters their confidence with lots of praise. Children's independence is appropriately promoted. They feed themselves without assistance and contribute to the environment by correctly disposing of used tissues. Children are well behaved and respond positively to requests from the childminder. Children develop adequate physical skills because they have opportunities for outside play in the garden or the local park. They learn about healthy lifestyles due to the balanced contents of their lunchboxes which include a daily selection of fruit.

Outcomes for children require improvement

All children, including those who receive funded education, are making steady progress in their development. However, they have not yet achieved the good communication skills they need for learning at nursery, and eventually school. Children are developing self-help skills and learn to attend to some of their hygiene needs.

Setting details

| | |
|------------------------------------|---------------|
| Unique reference number | EY278880 |
| Local authority | Walsall |
| Inspection number | 1010765 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 1 |
| Name of provider | |
| Date of previous inspection | 19 March 2015 |
| Telephone number | |

The childminder was registered in 2003 and lives in Wednesbury, West Midlands. She operates all year round from 7am to 8pm, Monday to Friday, including bank holidays. The childminder receives funding for early years education for two-, three- and four-year-old children. The childminder supports children who speak English as an additional language.

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 2015

