

Childminder Report

Inspection date

22 September 2015

Previous inspection date

15 October 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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 always use her observations to identify children's starting points and next steps in learning. As a result, she does not consistently plan challenging activities to promote children's learning.
- The childminder does not effectively review the quality of her practice. She is not fully aware of areas that require improvement to help her to develop and improve her skills.
- The childminder does not effectively exchange information about children's care and learning with other early years settings they also attend. This does not promote consistency in meeting children's needs.
- Children do not have a varied range of easily accessible toys to choose from independently. The childminder does not always extend children's awareness of the wider world to help them learn about people's similarities and differences.

It has the following strengths

- Children are confident and emotionally secure because the childminder helps them to build trusting relationships with her. She provides a safe and welcoming environment for them to play in.
- Children enjoy their time at the childminder's home where she provides activities that they enjoy and that interest them.

What the setting needs to do to improve further

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

	Due Date
■ improve the range of information gained from parents as their children start to establish children's starting points to plan for their further progress from the very beginning	06/10/2015
■ develop the use of observation and assessment to plan children's next steps in learning to help them make good progress.	06/10/2015

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

- develop the use of self-evaluation to identify key areas and professional development needs to improve the practice and the quality of the provision for children
- strengthen partnerships with parents and other settings children attend in order to share information about their learning and development to support a consistent approach to promoting children's progress
- organise resources to help children make their own choices to develop their independence skills further
- strengthen children's awareness of people's similarities and differences to help them develop their understanding of diversity.

Inspection activities

- The inspector observed children participating in activities and interacting with the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's records and a selection of policies and procedures.
- The inspector carried out a joint observation with the childminder.
- The inspector read letters from parents to take account of their views.

Inspector

Maxine Ansell

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder does not fully understand the learning and development requirements. Children though, enjoy their time with the childminder and she provides some suitable interaction and support. However, she does not always fully extend children's learning through planned, purposeful play. The childminder takes some basic steps to evaluate her service, such as gaining feedback from parents. However, she does not identify areas for improvement well enough or fully consider her professional development. As a result, she does not act on areas to improve, including recommendations set at her last inspection, or develop her skills effectively. Safeguarding is effective. The childminder knows her responsibilities well. She is aware of the signs and symptoms that may cause concern and knows the reporting procedure.

Quality of teaching, learning and assessment requires improvement

The childminder gains some useful information from parents before children start, which helps her to support and understand children as individuals. However, she does not use this information to assess children's development on entry to help her plan for their further progress. The childminder does not accurately identify children's level of development as she relies on her experience to assess this. She does not plan children's next steps in learning well enough to ensure they make good progress. However, she does provide some suitable support to help children make progress. For example, she talks to children as they play, names objects, and she repeats words to develop their language skills.

Personal development, behaviour and welfare require improvement

Children make some choices in their play and activities from the range made available by the childminder. However, although there is a wide variety of different toys and resources, she does not promote children's independent choices effectively. In addition, she does not always fully extend children's understanding of the diverse society to help them learn about people different to themselves. The childminder teaches children good hygiene routines from a young age, such as hand washing before eating. Children develop their physical skills well and enjoy outdoor play, such as regular visits to the park and woods. Children behave well and clearly understand the expectations for good behaviour.

Outcomes for children require improvement

Children make adequate progress and develop some skills ready for school, such as learning to put on their coats and shoes, and recognising their name. However, observations and assessments are not used effectively to fully identify children's next steps in learning or any gaps in their progress. The childminder shares some information with parents and other settings children attend. However, this does not focus enough on children's learning needs to promote continuity.

Setting details

Unique reference number	125650
Local authority	Kent
Inspection number	840538
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	15 October 2010
Telephone number	

The childminder registered in 1993 and lives in Chatham, Kent. She cares for children between the hours of 6.30am and 6.30pm, Monday to Friday, 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.

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

