

Childminder Report

Inspection date

13 October 2015

Previous inspection date

26 March 2012

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		Good	2
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 have a full enough understanding of what to do in the event of an allegation against herself or a member of her household. This could lead to delays in informing the correct agency.
- The childminder lacks knowledge of some of the requirements of the Early Years Foundation Stage. This means there are some weaknesses in her practice and she does not fully support children to make the best possible progress.
- The childminder does not monitor children's progress sufficiently well to consistently plan suitably challenging activities to help them make good progress.
- The childminder is not aware of the need to complete progress checks for children between the ages of two and three years.
- The childminder does not have secure links with all other settings children attend in order to share information to effectively promote continuity in their care and learning.
- The childminder does not use self-evaluation well enough to identify all weaknesses in her practice to make ongoing improvements. This does not help her to regularly update her knowledge and skills to improve experiences for children.

It has the following strengths

- Children are settled and happy. They benefit from close and caring relationships with the childminder.
- The childminder positively promotes children's good behaviour. She offers them encouragement and praise during play and daily routines. This helps children's emotional development as they grow in confidence and self-esteem.

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 safeguarding knowledge in line with the Local Safeguarding Children Board guidance to develop a better understanding of what to do in the event of allegations against yourself or a member of your household	06/11/2015
■ develop a secure understanding of the Early Years Foundation Stage requirements to ensure children's learning and care needs are consistently met	13/11/2015
■ monitor children's progress more effectively and use this information to plan consistently challenging experiences to help them make the best possible progress	13/12/2015
■ provide parents with a short written summary of their children's progress in the prime areas of learning when their children are aged between two and three years.	13/12/2015

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

- strengthen communication with other professionals to promote the two-way sharing of information and ensure consistency in all children's learning and care
- develop reflective practice to identify key weaknesses in practice and keep up to date with changes in requirements and legislation.

Inspection activities

- The inspector looked at the areas of the home used by children in relation to their health and safety.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector sampled documents, such as policies and procedures, including safeguarding.
- The inspector took account of the written views of parents.

Inspector

Anna Kersley

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder has a limited knowledge of the requirements of the Early Years Foundation Stage but does have a basic understanding of her role and responsibilities. For example, she keeps up to date with first-aid training to promote children's health. Safeguarding is effective. The childminder has a sufficient understanding of the possible indicators of abuse and knows that she needs to contact external agencies if she thinks a child is at risk. However, although she knows that she needs to report any allegations made against herself or a member of her household, she is not fully clear about who to make this report to. This could lead to delays in this process. The childminder has a range of policies that support the smooth running of the setting. She shares these with parents to help them understand how she cares for their children. The childminder reflects on her practice. However, she does not successfully identify all weaknesses in her practice in order to plan effective improvements to raise standards for children.

Quality of teaching, learning and assessment requires improvement

The childminder has a satisfactory understanding of how children learn through play and knows how to provide activities to meet their interests. However, the childminder does not monitor children's development sufficiently well to consistently plan activities that ensure they make good progress. She shares some information about children's learning with parents. However, she does not complete the required progress checks for children aged two years to ensure their learning needs are identified and shared with parents at this important stage. She has not established successful partnerships with all other settings that children attend. This does not promote a fully shared approach to all children's care and learning. The childminder provides resources that provide opportunities for children to explore all areas of learning. Children enjoy experiences which enable them to learn about the natural world. For example, they help to bathe the tortoise and feed the birds. This helps to develop children's interest in the world around them in readiness for school.

Personal development, behaviour and welfare are good

Parents have good relationships with the childminder and they talk freely with her about children's needs. This helps the childminder to promote children's health and well-being as she works with parents to support children's development. For example, she helps parents to toilet train children and introduces children to a range of healthy food that they may not eat outside of the setting. Children benefit from active lifestyles as the childminder takes them on outings, for example, to local parks and toddler groups. These experiences also enable children to socialise and develop skills, such as sharing and taking turns. This helps children to develop positive relationships and a better understanding of their community.

Outcomes for children require improvement

Children make appropriate progress in their learning. They develop some key skills, such as early reading skills and independence, in readiness for the next stage in their learning.

Setting details

Unique reference number	136550
Local authority	Bromley
Inspection number	841183
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 3
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	26 March 2012
Telephone number	

The childminder registered in 1986. She lives in Orpington, in the London Borough of Bromley. She offers flexible childcare from Monday to Friday, excluding bank holidays.

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

