

Childminder Report

Inspection date

29 April 2016

Previous inspection date

3 February 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The childminder does not have a secure understanding of the early years foundation stage, in relation to the safeguarding and welfare requirements. This is with particular reference to ensuring children have sufficient space to play in, maintaining appropriate adult-to-child ratios, keeping confidentiality at all times and maintaining a record of children's attendance.
- The childminder has a poor knowledge and understanding of the learning and development requirements of the early years foundation stage. Observation and assessments of children's learning are ineffective and do not allow her to monitor children's progress or involve parents in establishing their children's starting points.
- The childminder has not explored opportunities to promote her own and her assistant's professional development so that they improve their knowledge and teaching skills for the benefit of children.
- The approach to self-evaluation is not robust enough to fully support improving the childminder's personal effectiveness and the provision for children.

It has the following strengths

- Children are happy and confident in the setting and build warm relationships with the childminder and her assistants.
- Children behave well and enjoy each other's company. The childminder and her assistants promote positive behaviour through praise and encouragement and verbal prompts.
- The childminder and her assistants have established friendly relationships with parents.

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
■ ensure that the required adult-to-child ratios are maintained at all times	29/05/2016
■ ensure that the premises are organised to guarantee that each child has the required floor space in which to play	29/05/2016
■ ensure a daily record of the names of the children being cared for on the premises and their hours of attendance is maintained	03/05/2016
■ ensure that confidential information about children is held securely and only accessible and available to those who have a right or professional need to see it	03/05/2016
■ ensure all those working with children have the appropriate training, skills and knowledge and have a clear understanding of their roles and responsibilities	29/06/2016
■ develop the use of observations and assessments to plan challenging learning activities that reflect children's individual next steps and interests and ensure they make good progress in the prime and specific areas of learning	29/06/2016
■ implement a progress check for children aged between two and three years, and share this assessment with parents.	06/05/2016

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

- seek more detailed information from parents when children first start, in order to precisely identify their learning and development starting points and use these to inform the initial planning and build on children's knowledge and understanding
- improve systems to monitor and evaluate the quality and effectiveness of the provision that drives improvement further.

Inspection activities

- Ofsted carried out this inspection as a result of a risk assessment, following information Ofsted received about this provider.
- The inspector observed the quality of teaching during activities indoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the childminder and assistants, and spoke with children at appropriate times throughout the inspection.
- The inspector looked at children's records, planning documentation and a selection of policies and procedures.
- The inspector checked evidence of the suitability of all household members over 16 years and checked the qualifications of the childminder and assistants.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the views of parents and carers from written references for the inspection.

Inspector

Sue Riley

Inspection findings

Effectiveness of the leadership and management is inadequate

The childminder is unclear about exactly what is required to meet the requirements of the early years foundation stage. Consequently, a number of legal requirements are not met. The arrangements for safeguarding are ineffective. The childminder does not maintain all the required records to promote children's safety. She has not kept a regular record of children's attendance. The childminder is not aware of the required adult-to-child ratios and she regularly cares for more children than allowed. The childminder is not aware of the space requirements and constantly cares for more children than she has space for. This means that children do not have sufficient space to play safely and learn effectively in. The childminder has used the internet to advertise her business. She has regularly used pictures of children and named them, alongside other personal information. This means that she has not maintained confidentiality at all. This has placed children at risk. The childminder does not use self-evaluation effectively to identify the strengths and weaknesses in her practice. This means that the priorities for improvement are not being addressed to raise the standards in her provision. The childminder has not addressed the recommendation raised at her previous inspection. Hence, she is not able to demonstrate that she is ambitious and wanting to improve her provision. The childminder is appropriately qualified. She ensures the suitability of her assistants and that they are appropriately deployed. However, the childminder does not monitor or support the assistants' practice, in order to raise the standard of care and teaching to a higher level. The childminder demonstrates a satisfactory understanding of child protection, the signs and symptoms of abuse and how to deal with concerns.

Quality of teaching, learning and assessment is inadequate

The quality of teaching is inadequate. The childminder and her assistants have little understanding of the areas of learning, especially the prime areas, and how these have an impact on children's development. The childminder does not carry out effective observations or assessments of children's progress. Furthermore, she lacks understanding of the required progress check for children aged between two and three years. The childminder does not identify the correct next steps in children's learning; neither does she track children's development to ensure there are no gaps in learning. Systems to share relevant information about children's learning and development with parents are not effective. The childminder does not obtain information from parents in order to assess their child's starting points. Her daily communication with parents is focused on care practices and not children's learning. Nevertheless, children can access an interesting blend of adult-led tasks and activities they select for themselves. The interaction between children and adults is lively and friendly. Children are encouraged to develop their language skills as they talk about storybooks and sing their favourite songs and rhymes with gusto.

Personal development, behaviour and welfare are inadequate

Weaknesses in safeguarding practice compromise children's overall well-being. The childminder and assistants make sure children are closely supervised. They encourage children to follow suitable hygiene routines and support them to make healthy choices

about the food they eat. Children take part in some physical activities. They dance and follow actions as they sing along to familiar songs and rhymes. Children's behaviour is managed appropriately. One child each week is awarded the star of the week for good behaviour. The childminder and assistants establish warm and secure relationships with children. Children's play areas both indoors and out are clean and safe. The childminder's dogs are kept in their own areas away from the children. Parents speak well of the childminder and the assistants. They state that the children love going to the childminder and taking part in the many different activities.

Outcomes for children are inadequate

Overall, children, including those who receive funding, are not making sufficient progress towards the early learning goals. Activities offer insufficient challenge as they are not linked to children's individual learning needs. Children play with musical instruments and know how they work. They bang, shake and blow to make the different sounds.

Setting details

Unique reference number	EY263632
Local authority	Lincolnshire
Inspection number	1049096
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	18
Number of children on roll	21
Name of provider	
Date of previous inspection	3 February 2014
Telephone number	

The childminder was registered in 2003 and lives in the Bracebridge area of Lincoln, Lincolnshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder works with two assistants on a regular basis. She offers funded early education for two-, three- and four-year-old children.

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

