

Childminder Report

Inspection date

1 June 2016

Previous inspection date

2 October 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

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

- The childminder has not provided Ofsted with the information they need to complete suitability checks for a member of the household in a timely manner.
- The childminder does not give children enough opportunities to gain a good awareness of and respect for other people's customs, faiths or beliefs.
- The childminder does not consistently support parents to share information about what their child already knows and can do when they first start, to help inform her assessments of the starting point for children's learning.

It has the following strengths

- Children demonstrate strong emotional attachments to their childminder. The childminder is warm and caring with the children in her care. She knows the children well and uses good levels of praise to foster children's good emotional well-being.
- Teaching is good. The childminder observes children and makes sure their interests are included in the planning. This helps to make sure that the next steps she identifies for children's learning are appropriate and are achieved in an enjoyable way. Children make good progress from their starting points.
- Partnerships with other professionals and providers are good. This helps to ensure there is consistency and continuity in children's learning and care and that children are well prepared for school.

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

- provide Ofsted with the information relating to people who live or work on the premises in a timely manner, to enable suitability checks to be completed promptly. 02/06/2016

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

- support parents more effectively to share information about what children already know and can do when they first start, and use this information to help inform the assessments of the starting points for children's learning
- provide more opportunities for children to develop a positive view of racial and cultural diversity in the local community and in a multicultural society.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint review of an activity with the childminder.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of all persons living or working at the setting.
- The inspector took account of the views of parents, provided in writing.
- The inspector spoke to children during the inspection and took account of their views.

Inspector

Mary Henderson

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder has not given Ofsted the information they need to complete suitability checks for a member of the household. However, she has made sure that children are never left unsupervised with any adult who has not been fully checked. She has attended safeguarding training and has a secure knowledge of what to do if she has concerns for the safety or well-being of any child in her care. The childminder carries out risk assessments that help her to make sure that the premises, equipment and activities are safe and suitable for children. Safeguarding is effective. The childminder makes sure that parents and their children are included in the self-evaluation procedures of her setting. This helps her to identify areas for improvement and to set targets that benefit all children on roll. Parents are provided with daily feedback about their child's routines, care and learning experiences.

Quality of teaching, learning and assessment is good

The childminder takes children on outings to places of interest, including going on nature walks. Children visit local wildlife areas where they like to feed the ducks, observe insects and birds, and collect conkers, leaves and twigs to bring back to the childminder's home. The childminder builds on children's interests and helps them learn about the life cycle of the butterfly. Children observe the chrysalis and talk about changes over time. The childminder provides lots of opportunities for children to be physically active and to take manageable risks in their play. This includes taking children to the local parks to use large play equipment. The childminder uses demonstration, a range of questioning techniques and a running commentary to enhance children's learning and development. She supports all children's learning and care well, including those with special educational needs or disability. The childminder works with parents effectively so they can support their child's learning at home.

Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management, particularly regarding the arrangements for making sure household members are suitable to be around minded children, mean that the provision for maintaining children's well-being requires improvement. However, the childminder does help children to learn about the importance of a healthy lifestyle. Children are offered healthy food choices, such as fruit, at snack time. They learn about where eggs come from as they collect them from the childminder's chickens in the garden. Children learn to take turns and share their resources, and are developing strong friendships and empathy for one another.

Outcomes for children are good

Children develop independence and confidence as they lead their own learning. They are enthusiastic and imaginative as they choose songs to sing and dance to. They use construction resources to create structures, counting the pieces before knocking them over. All children, including those with special educational needs or disability and funded children, make good progress in their learning and development. They are well prepared for school when the time comes.

Setting details

Unique reference number	EY320709
Local authority	Shropshire
Inspection number	1043577
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	2 October 2013
Telephone number	

The childminder was registered in 2006. She operates her provision from 7am until 6pm, Monday to Friday, all year round except for bank holidays and family holidays. The childminder offers funded nursery education for two-, three- and four-year-old children. She also cares for children with special educational needs or disability.

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 2016

