

# Childminder Report

<b>Inspection date</b>	12 July 2016
Previous inspection date	5 November 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The childminder has not developed the skills and knowledge to improve her understanding of the learning and development requirements.
- Teaching is weak. The childminder does not know how to use observation, planning and assessment to ensure that all children make good progress.
- The childminder does not obtain sufficient information from parents about what children can do on entry to the setting.
- The childminder is not familiar with the requirement to undertake a progress check for children aged between two and three years.

### It has the following strengths

- The childminder models language as children play. This helps them to develop their understanding and their speaking and listening skills.
- Children display confidence and independence in the childminder's care. They develop warm, close relationships with the childminder. These bonds promote their emotional well-being and help to reinforce children's sense of belonging and self-confidence.
- The childminder places an emphasis on building relationships with children and their families. This helps parents feel confident about her care for their children. There are good, established relationships with other local settings, providing older children with consistency in their care.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ improve knowledge and understanding of the learning and development requirements so that children are provided with a suitable educational programme and activities that are challenging and stimulating	30/11/2016
■ improve assessments and use the information gained from observing children to understand their level of achievement and learning styles and shape learning experiences that help children make the best possible progress	31/07/2016
■ improve knowledge of the progress check for children aged between two and three years and provide parents with a short written summary.	31/12/2016

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

- strengthen partnerships with parents and support them to share what they know about their child's achievements when children first join the setting.

### Inspection activities

- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector viewed all areas of the home used for childminding and observed children in their play.
- The inspector discussed children's learning with the childminder.
- The inspector looked at a range of documentation, including policies and procedures.
- The inspector checked evidence of the childminder's qualifications and the suitability of adults living on the premises.

### Inspector

Kim Barker

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The childminder has not taken steps to meet actions raised at her last inspection. She has not kept her practice up to date or identified further areas for improvement to move her practice forward. The childminder has a poor understanding of the learning and development requirements. She is not familiar with the requirement to provide parents with a written summary of the progress check for children aged between two and three years. This limits her ability to identify any gaps in children's development or access additional support when necessary. The arrangements for safeguarding are effective. The childminder has a satisfactory awareness of the signs and symptoms that would cause her concern about a child's welfare. She knows how to respond appropriately.

### Quality of teaching, learning and assessment is inadequate

The childminder finds out about children's likes and dislikes when they first start in her setting. However, she does not make initial assessments of children's abilities on entry or encourage parents to share what they know their child can do. Children are learning through their play but the childminder does not support them to make good progress. The childminder talks to children to engage with them in their play. However, she lacks the knowledge of how to use information gained from observing children's play. She is not clear about how to identify the next steps in children's learning or how to target potential learning experiences. This means children are not provided with challenging experiences appropriate to their ages or stages of development. However, children's speaking and listening skills are supported as they repeat familiar words and phrases. The childminder demonstrates and uses descriptive language to help children complete a jigsaw.

### Personal development, behaviour and welfare require improvement

The childminder sets out resources and provides activities that she knows interest children and that they will enjoy taking part in. However, experiences the childminder provides are not specific enough to each child's needs. This means children are not always motivated and interested in their learning. The childminder understands her responsibilities with regard to promoting children's health and well-being. She holds a current paediatric first-aid certificate. The childminder engages with parents to find out about children's health and care routines when they first start in her setting. She offers guidance and support to parents about their children's ongoing care. Children get fresh air and the opportunity to practise their physical skills. They walk daily to and from school and go on nature walks in the local area. Children's behaviour is good. They recognise and follow routines well. The childminder engages with parents to promote children's healthy diets.

### Outcomes for children are inadequate

Children are not making sufficient progress. Weaknesses in teaching have a negative impact on children's learning. Children are not well supported in developing the knowledge and skills in readiness for school. However, children are developing some skills. They are becoming independent and they behave well. They learn to follow instructions and play well together.

## Setting details

<b>Unique reference number</b>	209396
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1043304
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	5 November 2013
<b>Telephone number</b>	

The childminder was registered in 1993 and lives in Stafford. She operates all year round from 8am until 5pm, Monday to Friday, except for bank holidays and family 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.

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