

Childminder Report

Inspection date

11 July 2016

Previous inspection date

21 November 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	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		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The childminder has not taken sufficient action to improve since the last inspection. She has very limited knowledge of the learning and development requirements. She does not plan activities to take account of the different ways in which children learn. This has a significant impact on her ability to promote children's learning effectively.
- The childminder does not have a clear understanding that she must not leave children unsupervised with her family members who are not known as assistants and who have not been vetted by Ofsted.
- The childminder and her assistant do not adequately promote equality, diversity and inclusion through their practice. The childminder does not focus professional development on raising the standard of teaching or keeping abreast of current government guidelines. Support for the assistant to improve practice is ineffective.
- Parents are not kept fully informed about their child's care and learning. The childminder does not exchange information about their children's progress and achievements at home.

It has the following strengths

- Children demonstrate warm attachments to the childminder and her assistant.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

Due Date

- | | |
|--|------------|
| ■ gain a secure and up-to-date understanding of the requirements as set out in the Statutory Framework for the Early Years Foundation Stage including and advice and guidance issued by government | 15/08/2016 |
| ■ gain knowledge and skills in order to provide quality learning and development experiences for children, which continually improve | 15/08/2016 |
| ■ support the work of any assistants to ensure that they are competent in the areas of work they undertake | 15/08/2016 |
| ■ ensure that children are never left alone with any household member whose suitability has not been checked by Ofsted and who is not known as an assistant. | 15/08/2016 |

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

Due Date

- | | |
|--|------------|
| ■ gain a secure knowledge and understanding of the learning and development requirements and use this knowledge to plan purposeful and challenging activities that meet the individual interests and development needs of children | 02/09/2016 |
| ■ develop knowledge and understanding of the different ways in which children like to learn and reflect these in teaching practice to help children make the best progress possible | 02/09/2016 |
| ■ establish an effective two-way flow of information with parents to identify and share children's achievements and development | 02/09/2016 |
| ■ undertake rigorous assessments of children's progress in order to identify any emerging gaps in their learning and development and use this information to plan accurately for their next steps. | 02/09/2016 |

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on the children's learning and development.
- The inspector jointly observed and evaluated an activity with the childminder.
- The inspector spoke with the childminder and her assistant, and interacted with the children at appropriate times throughout the inspection.
- The inspector checked evidence of the adults living and working on the premises. She looked at a sample of the childminder's policies and procedures and discussed the childminder's plans for improvement.
- The inspector read a number of the summaries of visits made by the local authority early years advisors.

Inspector

Jacky Kirk

Inspection findings

Effectiveness of the leadership and management is inadequate

The childminder demonstrates a limited capacity to improve her practice since the last inspection. Despite being qualified she shows insufficient understanding of her responsibility to meet the early years foundation stage requirements. She has not undertaken targeted professional development to keep abreast of current practice and guidance. She is also not supporting her assistant to improve her practice. The childminder has only recently sought support from the local authority. Safeguarding is ineffective. The childminder has a poor knowledge and understanding of the current government advice and guidance with regard to being alert to wider issues of concern in children's lives. She does not provide children with opportunities to learn about people and communities beyond their own immediate experience. She and her assistant fail to recognise that this limits how children gain a positive attitude towards equality and diversity. The childminder and her assistant know the categories of abuse. They are aware of the local authority procedures to follow should they notice a child showing signs and symptoms of abuse. Ofsted has carried out suitability checks on the childminder's assistant. However, the childminder does not understand the need to ensure that children are not left unsupervised with other persons who have not been vetted through Ofsted. Although parents have given permission for their children to be left with members of the childminder's family, they have not been made aware that this arrangement does not comply with requirements.

Quality of teaching, learning and assessment is inadequate

The childminder has failed to improve her teaching skills and the assessments of children's learning. Observations and assessments are infrequent and inaccurate and do not enable the childminder to swiftly identify and address gaps in children's progress. The childminder does not gather information from parents about their children's level of development when they join her setting. She does not know how children are progressing from their starting points. This results in teaching that is ineffective and not matched to children's individual development needs. The childminder does not acknowledge the different ways in which children learn and so planning is ineffective in identifying children's individual next steps of learning. The activities, toys and resources available do not challenge or stimulate children. They quickly lose interest and flit from one activity to another in quick succession. The childminder has not established an effective two-way exchange of information with parents. They are not kept informed about what their child is learning or supported well enough to enhance their child's learning at home.

Personal development, behaviour and welfare are inadequate

Children's safety and welfare are compromised as the childminder has failed to meet a number of the safeguarding and welfare requirements. Her weak understanding of the learning and development requirements significantly affects her ability to help children achieve to their full potential. Toddlers and young children spend a large proportion of their time travelling in the childminder's car due to the number of schools and other settings she takes older children to and from. This poor organisation of the day means younger children have limited time to engage in active play, particularly outdoors. The

childminder provides fruit as a healthy snack option and children have easy access to their drinking beakers. Parents provide the main meals for their children. However, the childminder does not work with parents to encourage healthy eating.

Outcomes for children are inadequate

Children do not receive the support they need to help them make consistently good progress from their starting points. Younger children are not supported with their speech and language development appropriate to their age. The childminder cannot ensure that gaps in children's learning are identified. Therefore, she does not take the appropriate action to help them catch up. Children are not acquiring the key skills to the level that prepares them well enough for their next stages in learning, such as school.

Setting details

Unique reference number	208731
Local authority	Lincolnshire
Inspection number	1043467
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 13
Total number of places	12
Number of children on roll	11
Name of registered person	
Date of previous inspection	21 November 2013
Telephone number	

The childminder was registered in 1990 and lives in Lincoln, Lincolnshire. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised early years qualification at level 3. She is registered to work with one assistant who also holds an early years qualification at level 3.

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

