

Childminder Report

Inspection date

25 July 2016

Previous inspection date

14 February 2014

| 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 | | Requires improvement | 3 |
| Outcomes for children | | Inadequate | 4 |

Summary of key findings for parents

This provision is inadequate

- The childminder has not satisfactorily addressed issues raised at the time of the last inspection. The childminder is not meeting the learning and development requirements effectively to ensure that children make good progress.
- The childminder does not make any observations or assessments of children's learning. As a result, the childminder is unable to identify children's next steps in their learning or plan effectively to extend their learning.
- The childminder does not make the most of professional development opportunities to further develop her practice to support children to achieve to make the best possible progress.
- The childminder does not gather any information from parents at the start of their placement about what their child can already do. Therefore, the childminder is not aware of children's starting points in their learning.
- The childminder does not use self-evaluation to identify the areas of strength and areas for development within her provision. The views of parents and children are not sought to help inform self-evaluation and maintain continuous improvement.

It has the following strengths

- Children benefit from plenty of fresh air and enjoy spending time outdoors. They enjoy walks in the local area and visit local parks.
- The childminder provides a welcoming, homely environment. Children settle gradually over time and build good relationships with the childminder and the other children.

What the setting needs to do to improve further

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

| | Due Date |
|--|-----------------|
| <ul style="list-style-type: none"> ■ develop knowledge and understanding of the learning and development requirements to ensure that the educational programme covers all areas of learning and is implemented to provide a challenging and enjoyable experience for all children | 02/09/2016 |
| <ul style="list-style-type: none"> ■ ensure that observation and assessment are used to plan effective activities and support in order to help all children make best progress | 02/09/2016 |
| <ul style="list-style-type: none"> ■ seek information from parents about what their children know and can do at the start of their child's placement in order to plan effectively from the start. | 02/09/2016 |

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

- develop self-evaluation systems in order to identify further areas for ongoing development, devising an action plan to overcome weaknesses that have been identified
- engage in available continuous professional development opportunities to ensure knowledge is kept up to date and so that teaching skills are improved.

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 observed an activity and discussed teaching methods with the childminder.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of adults within the home.
- The inspector took account of the written views of parents.

Inspector

Tracey Boland

Inspection findings

Effectiveness of the leadership and management is inadequate

The provider has not taken effective steps to address the actions relating to the learning and development requirements raised at the last inspection. The childminder does not gather information from parents about their child's development and what they can already do as they start in her care. Since her last inspection, the childminder has ceased to carry out any observations or assessments of what children know and can do. She does not have a clear understanding of children's abilities or the next steps in learning. Consequently, this has a significant impact on children's progress. The childminder has not undertaken any form of self-evaluation of her provision nor has she sought the views of parents and children in order to enhance the service she provides. Despite this, the arrangements for safeguarding are effective. The childminder is aware of the signs and symptoms of abuse and neglect they may encounter and how to raise concerns with the appropriate agencies. The childminder has effectively implemented a policy regarding the use of mobile phones and cameras in her home and she takes steps to ensure all parents are made aware of this. The childminder carries out risk assessments of her home, garden and any outings.

Quality of teaching, learning and assessment is inadequate

Weaknesses in leadership and management mean that the childminder is unable to plan effectively to meet children's learning needs. Despite this, the childminder uses her experience to provide activities that she feels children will enjoy and are appropriate for their ages and abilities. Resources are stored in low-level cupboards and children learn that they are able to help themselves to the toys they wish to play with. They have lots of opportunity to meet with other children and familiar adults. They visit different groups during the week and this helps to support their developing social skills. The childminder encourages very young children to become mobile and they are able to move around safely. Children enjoy stacking pots and also filling them with different materials, such as dried pasta and rice and using large spoons to stir it around.

Personal development, behaviour and welfare require improvement

Children's personal care needs are satisfactorily incorporated into the day. The childminder follows their home routines with regard to sleep and nappy changing routines. Parents provide packed lunches for their children which are stored appropriately until needed. Children sit together to eat and drinks are freely available. The childminder acknowledges children's efforts and supports them as they begin to learn about sharing and taking turns through play. Manners are encouraged appropriately. Children spend time outside each day. They busy themselves in the garden and visit the local park where they have more space to be physically active.

Outcomes for children are inadequate

Weak teaching means that children do not make good enough progress in preparation for future learning. Children are not sufficiently supported as the childminder is unaware of their individual learning needs. Nevertheless, she offers some support for their speaking

skills by using repetition of words and supports some independence by encouraging children to help themselves to the toys.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | 510399 |
| Local authority | Coventry |
| Inspection number | 1043632 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Name of registered person | |
| Date of previous inspection | 14 February 2014 |
| Telephone number | |

The childminder was registered in 1988. She operates all year round from 7.30am to 6pm, 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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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