

# Childminder Report

**Inspection date**

28 September 2016

Previous inspection date

12 November 2015

<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		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The childminder has not met all the requirements of the early years foundation stage. She has not addressed all the actions and recommendations set at her last inspection.
- The childminder does not have an understanding of wider safeguarding issues. She lacks knowledge of current safeguarding matters, such as the signs that children are at risk of being exposed to extreme ideas about right and wrong. She is not aware of her responsibility under the Data Protection Act to keep information safe and secure, with particular regard to photographs of children.
- Children do not make adequate progress. The childminder has a poor knowledge of the learning and development requirements. She does not interact with children to support their learning or plan activities and resources that adequately cover all areas of learning. Children do not develop a range of skills for their future learning.
- The childminder lacks understanding of children's stage of development. She does not complete accurate observations and assessments to ensure she provides experiences that are matched to children's individual learning needs. The childminder does not monitor children's development effectively to identify and close any gaps in learning.
- Self-evaluation is weak and does not ensure weaknesses, including any breaches in requirement, are identified to target improvement and raise outcomes for children.

### It has the following strengths

- The childminder and her assistant are kind and caring towards children.

## 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>
■ gain a secure understanding of safeguarding, including all areas that may indicate a child is at risk of harm	19/10/2016
■ improve knowledge and understanding of responsibilities in regard to the Data Protection Act, including the secure and confidential management of records and documents relating to children	19/10/2016
■ gain a secure knowledge and understanding of the learning and development requirements to provide good quality interaction, activities and experiences for children that help build on what they know and can do already	19/10/2016
■ make effective use of observations and assessments to monitor children's progress, including identifying and closing any gaps in their development, and use the information to plan activities that help children make the best possible progress.	19/10/2016

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

- use self-evaluation effectively to identify strengths and weaknesses in practice and the provision, to target improvements and raise outcomes for children.

### Inspection activities

- The inspector observed the daily routine and practice and discussed how the childminder organises and manages her service.
- The inspector observed the childminder's interaction with children.
- The inspector and the childminder observed children's play and discussed the learning that took place.
- The inspector read cards and comments to take into account parents' views about the service they receive.
- The inspector sampled a range of documents, including the safeguarding policy and children's assessment folders.

### Inspector

Sara Garritty

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The childminder lacks understanding about wider safeguarding issues, including all the signs that may indicate that a child is at risk of harm. The childminder does not keep documents relating to children, including photographs of them, safe and secure and in line with the Data Protection Act, as required. The childminder has not updated her practice to ensure she has sufficient knowledge and skills to provide children with quality teaching experiences. The childminder does not make accurate observations and assessments to track children's progress and identify any gaps in their achievements. She does not evaluate her setting and there has been no significant improvement to her practice since her last inspection. The childminder talks regularly with her assistant, to help monitor her practice. She has positive relationships with parents. For example, the childminder communicates with parents daily about their children's needs, which helps raise her awareness of these.

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

Children do not take part in stimulating activities. The childminder lacks understanding of how to plan activities that meet their needs and which cover all areas of learning. For example, babies have few opportunities to engage in play that helps them develop their senses. The childminder does not plan suitably challenging experiences for children or provide effective interaction to help children learn and develop successfully. Children do not make sufficient progress and any learning is incidental. The childminder does not support children's communication and language development sufficiently. For example, she does not help children to develop their vocabulary.

### Personal development, behaviour and welfare are inadequate

Children do not develop their confidence adequately. For example, they are not sufficiently encouraged to try new experiences. The childminder takes children out into the community regularly. However, she does not make the best use of these experiences to support children's learning. For example, she does not recognise how to use these outings to help children learn about a wide variety of subjects. The childminder does not organise her resources effectively to support children's play and learning. For example, children only have access to a small range of books.

### Outcomes for children are inadequate

Children and babies are not achieving at a level which is typical for their age. Young children do not have sufficient opportunities to develop their speech and language skills. For example, babies' interactions with the childminder are limited and they are not encouraged to explore and make sounds. Children do not develop the skills and attitudes they require to prepare them for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	160773
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	1057566
<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>	0 - 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	12 November 2015
<b>Telephone number</b>	

The childminder registered in 2001. She lives in Gillingham, Kent. The childminder provides care Monday to Friday from 7am to 8pm, for most of the year. The childminder works with an assistant. The childminder holds a childcare 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.

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