

Childminder Report

Inspection date

28 October 2016

Previous inspection date

4 December 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
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

- Despite being well qualified, the childminder demonstrates a poor understanding of the early years foundation stage learning and development requirements. Assessment is not effective and does not help the childminder to plan, and provide children with, individualised learning experiences.
- Although children make some progress in their development, the childminder does not monitor their learning precisely enough from their starting points to plan effectively and give children suitable challenge in their play.
- The childminder has overlooked breaches in requirements and weaknesses in practice. She has not evaluated the quality of her provision accurately enough. The childminder has not continued to develop her knowledge and understanding of good teaching practice. This means she does not recognise where her practice and provision need to be improved.
- The activities provided for children are not matched to their individual learning needs or interests. Consequently, children are not sufficiently challenged, and are therefore not acquiring the necessary skills for future learning.

It has the following strengths

- The childminder shares information with parents about activities and experiences children have taken part in while in her care. She speaks with parents on a daily basis to promote continuity of care and learning.

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
■ increase knowledge of the early years foundation stage learning and development requirements and good childcare practices to improve outcomes for children and provide positive learning experiences	14/11/2016
■ establish a secure knowledge and understanding of how to implement assessment of children's progress, including the progress check for children between the ages of two and three years; promote children's learning through accurate planning for their needs based on these assessments	14/11/2016
■ ensure children are provided with a balanced range of adult-led and child-initiated activities that challenges them and promotes their development across all seven areas of learning, taking account of their starting points, individual interests and ongoing learning needs	14/11/2016
■ keep a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email.	14/11/2016

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

- improve arrangements for self-evaluation and professional development to address any weaknesses within practice and raise the quality of teaching to a consistently good standard.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector took into account the written views of parents and carers provided on the day.
- The inspector sampled a range of documentation including attendance records, suitability checks, the self-assessment information, and children's observation, assessment and planning records.
- The inspector held discussions with the childminder and spoke with children at appropriate times throughout the inspection.

Inspector

Tina Garner

Inspection findings

Effectiveness of the leadership and management is inadequate

Although the childminder has made some attempts to evaluate her service, she does not accurately identify areas of weakness to improve her practice. Professional development needed to advance her knowledge, skills and the quality of teaching has not been identified. As a result, there are breaches of legal requirements and children's learning and development are not effectively promoted. The arrangements for safeguarding are effective. The childminder has completed recent training to update her knowledge of safeguarding and child protection issues. She ensures children are continually supervised in and around the home. Risk assessments are implemented to ensure potential hazards are identified and minimised.

Quality of teaching, learning and assessment is inadequate

The quality of teaching has significant weaknesses. The childminder does not have enough understanding of what children need to learn and how she can help them. She does not know how to use her observations of children's achievements to accurately assess their starting points or progress. Consequently, children's experiences, although enjoyable, do not challenge them enough to help them make sufficient progress towards their early learning goals given their starting points. This means that much of the learning that takes place is incidental, not planned. Children learn some new skills because the childminder instinctively supports them in their play. For example, she reinforces emerging sounds and letters as she encourages older children to spell out words during activities. Younger children enjoy listening to songs and action rhymes, which encourages their early communication and language skills.

Personal development, behaviour and welfare are inadequate

Poor teaching results in activities that are not sufficiently linked to children's own interests and abilities. The childminder does provide good quality learning experiences for children and therefore, they are not motivated enough in their learning. Children access fresh air and exercise every day. The childminder takes children for walks in the local community and uses the garden for play. The childminder has established warm, close relationships with all children. She praises older children frequently and encourages them to share their ideas, preferences and views. Young babies form close bonds as the childminder offers them reassurance and lots of cuddles. This helps all children to feel valued and secure. The childminder sets a good example for children in relation to manners and respect. As a result, children learn to behave well, respect individual differences and are developing an appropriate understanding of the needs of others. Overall, partnerships with parents are positive.

Outcomes for children are inadequate

Children do not make enough progress. Activities offer insufficient challenge as they are not closely linked to children's individual learning needs. Therefore, children are not supported in the best possible way to prepare them for their future learning.

Setting details

Unique reference number	EY318895
Local authority	Nottingham City
Inspection number	1064817
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	6
Number of children on roll	9
Name of registered person	
Date of previous inspection	4 December 2013
Telephone number	

The childminder was registered in 2005 and lives in Nottingham. She operates all year round from 7.45am to 6pm, Monday to Friday, except bank holidays and family holidays. 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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