

# Childminder Report

**Inspection date**

12 October 2016

Previous inspection date

24 April 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

**This provision requires improvement. It is not yet good because:**

- The childminder has failed to notify Ofsted to changes of persons living on the premises.
- Children who speak English as an additional language are not always supported well enough to build on their developing speaking skills.
- The childminder does not consistently share ideas with parents about how they can support their children's learning at home.
- The childminder's evaluation of her own practice is not robust enough. She does not accurately identify all areas that require improvement, and therefore is not implementing changes to benefit children.

**It has the following strengths**

- The childminder checks on children's development effectively. She has a good understanding of children's expected development and knows how to identify any gaps in their learning. Children, including those who have special educational needs or disability, make good progress.
- The childminder organises the environment well. She ensures children access toys that are age appropriate to promote their safety. She makes suitable use of the space so that children of all ages can play safely and comfortably.

## 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

- gain knowledge of what needs to be notified to Ofsted. 19/10/2016

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

- implement a range of good quality teaching strategies that supports children who speak English as an additional language to build on their developing speaking skills
- share ideas with parents and carers which help them support and guide their children's learning at home
- use self-evaluation more effectively to identify and address weaknesses in the provision.

## Inspection activities

- This inspection was carried out as a result of a risk assessment, following information received about this provider.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector evaluated the range of activities on offer with the childminder.
- The inspector checked evidence of the suitability of adults living on the premises, the childminder's qualifications and self-evaluation record.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and a range of other documentation.

## Inspector

Alex Brouder

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The childminder has failed to notify Ofsted of changes to a number of persons living on the premises within the required timescale. However, appropriate suitability checks have been carried out on all persons working with children. The arrangements for safeguarding are effective. The childminder and her assistants have a sound knowledge of the steps to take should they be concerned for a child's well-being. They have completed training in child protection. The childminder monitors both her assistants' knowledge and professional development needs and offers regular training. She reflects on some aspects of her practice. However, her self-evaluation is not effective as it does not consistently help her to identify weaknesses in her delivery of the learning and development requirements.

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

Children are happy and have fun in the childminder's welcoming home. Observations, planning and assessments are used to identify how children learn and the appropriate next steps in their learning. As a result, most children make good progress. Children enjoy looking at books. They bring books to the childminder for her to read with them. Children are beginning to make sounds and occasionally say recognisable words. However, teaching strategies to build on their speaking skills are not always effective, particularly for children who speak English as an additional language. Children enjoy small-world play. They pick up the cars and move them carefully across the play mat. Children who have special educational needs and disabilities are well supported in their play and learning. The childminder works well in partnership with parents and other agencies to ensure their individual needs are well met.

### Personal development, behaviour and welfare require improvement

Children's welfare is not fully promoted because the childminder is not meeting all of the safeguarding and welfare requirements. That said, children are settled and secure in her care. The childminder regularly provides parents and carers with information about their children's learning. However, she does not share ideas to help them extend and build on their child's learning at home. Children behave well. They listen to the childminder and show respect as they follow her instruction. The childminder works well in partnership with parents to ensure foods offered to children are healthy and well balanced. Children have regular access to the outdoors. A wealth of resources enables them to practise their climbing, balancing and manoeuvring skills.

### Outcomes for children are good

Overall, children are making good progress from their starting points. They are well prepared for school and the next stage in their learning. Younger children develop their physical and emotional skills well. They show confidence as they explore the available space and make choices from the range of accessible resources.

## Setting details

<b>Unique reference number</b>	EY239703
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1075063
<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>	12
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	24 April 2013
<b>Telephone number</b>	

The childminder was registered in 2002 and lives in Skegness, Lincolnshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a degree in early years and works with two assistants. She offers funded early education for two-, three- and four-year-old children.

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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