

Childminder Report

Inspection date

16 January 2017

Previous inspection date

22 April 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

- Children's safety is not assured. The childminder is unaware of the work of her Local Safeguarding Children Board. She has not updated her knowledge to enable her to understand about the changes that affect her work with children, such as risks to children from being drawn into behaviours that might affect their welfare.
- The childminder does not have a programme of professional development that enables her to update her knowledge and skills effectively. This has had a negative impact upon her practice and has led to a decline in the quality of experiences for children.
- The childminder does not use the observations that she makes to identify children's next steps in learning. This means that she is unable to plan activities that give children suitable levels of challenge and focus on the most important areas of development for them.
- The childminder has not developed her understanding to know how to support children to learn about the differences between themselves and others beyond their immediate experience.

It has the following strengths

- The childminder is sensitive and caring. She is gentle in her approach and attentive to meeting children's personal care needs.
- The childminder shares close relationships with parents and they exchange information to support children's care and daily routines.

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
■ improve knowledge and understanding of safeguarding and ensure that policies and procedures are in line with the Local Safeguarding Children Board guidance	28/02/2017
■ improve awareness of child protection issues, including how to identify children who are at risk or being drawn into actions that pose a risk to their welfare and how to report any such concerns	28/02/2017
■ undertake a programme of professional development that contributes towards developing knowledge and skills and improves the quality of learning and development experiences for children	28/02/2017
■ use ongoing observation and assessment to identify children's next steps in learning and to plan challenging opportunities for them, relevant to their age and abilities	28/02/2017
■ improve children's understanding of the diverse world in which they live and the differences and similarities between themselves and others.	31/03/2017

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector discussed a planned activity with the childminder.
- The inspector held discussions with the childminder at suitable times. She looked at relevant documentation, such as evidence of the suitability of the childminder and household members.
- The inspector read and took account of the written feedback provided by parents.

Inspector

Hayley Marshall-Gowen

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding children are not effective. The childminder has not updated her knowledge and skills. The training she has completed in the past has not helped her to develop her awareness of safeguarding issues. The childminder does not have an understanding of the role of her Local Safeguarding Children Board. Although she is aware of some of the signs and symptoms that might cause her concern about children's welfare, she is not alert to all issues for concern in children's lives at home and elsewhere. As a result, she does not always know when, or to whom, to report concerns when a child is at risk. The childminder does identify risks to children within her own home and takes measures to reduce these. She does not have any plans in place for increasing her understanding through undertaking professional development. The childminder does not remain up to date with relevant, important changes that affect her work with children. Furthermore, she has no systems in place to review her work. These two factors together have meant that she is unaware of when she is not meeting requirements, because she does not know what the requirements are. This has a negative impact on the quality of the care and education that she provides for children. The childminder accepts that she has been unable to maintain the good standard of her provision and displays a positive attitude to wanting to address the weaknesses.

Quality of teaching, learning and assessment is inadequate

The childminder is not sure of what children need to learn next to help them move forward in their development. She observes children frequently and plots their progress against expected patterns of development. Despite this, she does not use this information to help her plan challenging activities for children that push them to achieve further. The childminder plays along with children's ideas. She takes part in imaginative activities as they play together. They pretend to put out imaginary fires and search for a toy horse that they pretend is lost and calling for them. The childminder's involvement in children's play enhances their enjoyment. They build towers together and talk about putting a figure of a queen on to the top of a tower and into a racing car. Children enjoy playing with dolls and pushing them around the room in the pushchair as they show caring attitudes.

Personal development, behaviour and welfare are inadequate

The childminder's lack of professional development means that she has not developed her teaching. As a result, she has not considered ways to help children to understand about the diverse world in which they live. Children have little opportunity to develop their experiences of the similarities and differences between themselves and others outside of their immediate environment. Furthermore, the weakness in leadership and management affects children's well-being and safety. Children learn about some aspects of promoting their good health and they develop their physical skills. Children behave well. They show their affection and close relationships with the childminder and her daughters and have a sense of belonging in the childminder's care.

Outcomes for children are inadequate

Children are not well equipped with the skills that they need in readiness for making the move on to school. Although they are working within the expected levels for their age, they do not experience sufficient amounts challenge given their abilities. Children are articulate and expressive when they talk. They have good levels of understanding and assert their own identity, such as, 'I am a big girl, not a baby'. However, they are not supported to develop their understanding and awareness further.

Setting details

Unique reference number	259789
Local authority	Central Bedfordshire
Inspection number	1063882
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	22 April 2013
Telephone number	

The childminder was registered in 1995 and lives in Houghton Regis. She operates all year round from 6.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-year-olds.

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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