

Childminder Report

Inspection date

6 March 2017

Previous inspection date

28 October 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The childminder has failed to notify Ofsted of changes to her household members.
- Teaching is inconsistent. The childminder does not support children well enough to ensure they are consistently challenged and make good progress in their learning further.
- The childminder has not established a highly successful two-way flow of information with other settings children attend. This means that a joint approach to children's learning has not been fully achieved.
- The childminder does not make the most of the self-evaluation process to identify and address areas for development, such as teaching, in order to improve the outcomes for children.

It has the following strengths

- Children form good, warm relationships with the childminder and one another. They play confidently and enjoy their time in her home.
- The childminder has built strong relationships with parents. Parents are fully involved in their children's learning and development.
- The childminder meets children's individual dietary requirements well. She provides freshly prepared meals and snacks which are healthy, well balanced and nutritious.

What the setting needs to do to improve further

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

Due Date

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| ■ improve teaching so that children are consistently offered good quality learning experiences that help them make the best possible progress. | 05/06/2017 |
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To further improve the quality of the early years provision the provider should:

- find more ways to gather and share information with all other settings that children attend to enable a truly shared approach to children's learning
- develop self-evaluation processes and use the information gained to target effective action that improves the quality of teaching.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and children during the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, such as the qualifications held by the childminder. She checked evidence of the suitability of all those living on the premises.
- The inspector took account of the written comments of parents.

Inspector

Judith Rayner

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder has not provided Ofsted with information about changes to household members. The childminder does not make use of her self-evaluation to focus on improving the quality of teaching. Although the childminder has established partnerships with other settings, she does not gather or share enough information with them to enable a joint approach to children's learning. The childminder has made some improvements since the last inspection. For example, she knows to complete the progress check for children aged between two and three years and to involve parents in this assessment. However, despite undertaking further professional development, her teaching skills have not improved sufficiently to secure children's good progress. Safeguarding is effective. The childminder attends regular training to help her keep children safe, such as child protection. She knows the procedures to follow should she have a concern about a child in her care.

Quality of teaching, learning and assessment requires improvement

Although the childminder is well qualified, she does not interact effectively with children to support, challenge and extend their learning. The childminder does not use what she knows about children's achievements well enough in her teaching practice. For example, she recognises children's interest in musical instruments. However, she does not use this opportunity to help children be involved in songs and rhymes, which she has identified in the next steps of their learning. When children explore with craft materials the activity is adult-directed. As a result, children do not have enough opportunities to develop their creative skills in an independent way. That said, some aspects of her teaching practice are good. The childminder engages in conversation with children, asking them questions to support their language and speaking skills. She gives them time to work out their own problems during mathematical activities. She helps the younger children count the stairs to support their mathematical skills.

Personal development, behaviour and welfare require improvement

Weaknesses in some aspects of the childminder's teaching mean that children are not always best supported in their learning. That said, children are happy, settled and very familiar with routines. The childminder praises children on their achievements and as a result, raises their self-esteem and confidence. Children make independent choices and select toys they wish to play with. The health of children is promoted well. They spend time at the park and go for walks, benefiting from the fresh air and exercise. Children learn about the wider world. The childminder has many resources to help children learn about diversity. She helps them learn to accept others' similarities and differences through positive experiences and activities.

Outcomes for children require improvement

Teaching is not sufficiently well focused to make sure that every child makes the best possible progress in their learning and development given their starting points. Nevertheless, they are developing the basic skills they need to support their future learning. Children are learning to socialise and play together as they share toys and take turns. They show an interest in their play and have a positive attitude to learning.

Setting details

Unique reference number	EY318895
Local authority	Nottingham City
Inspection number	1077999
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 12
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	28 October 2016
Telephone number	

The childminder was registered in 2005 and lives in Sherwood, Nottingham. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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