

Childminder Report

Inspection date	16 March 2017
Previous inspection date	6 January 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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 does not have a robust system in place to recruit staff, or check their ongoing suitability to work with children. This is also a breach of the Childcare Register.
- The childminder does not effectively monitor her staff or provide them with coaching to develop their practice.
- The childminder and her assistants do not have high enough expectations for children. At times, activities lack challenge and children do not make the best possible progress from their starting points.
- The childminder does not make the best possible use of opportunities to build on children's early writing skills.
- Occasionally, children do not have opportunities to manage tasks for themselves and develop their independence skills.
- The childminder does not make effective use of self-evaluation to help her identify aspects of her practice that require improvement.

It has the following strengths

- Children enjoy their time with the childminder and her assistants. They form close bonds with the staff team and other children. Their emotional development is supported, and they behave appropriately.
- The childminder provides an inviting learning environment. She has a variety of resources to help her support children's learning and development.

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
<ul style="list-style-type: none"> ■ ensure there is a thorough and robust system in place to recruit staff, including making ongoing checks to ensure staff are suitable to work with children 	16/04/2017
<ul style="list-style-type: none"> ■ develop effective monitoring systems for staff to provide support and training, and to ensure continuous improvements to the quality of staff practice 	16/04/2017
<ul style="list-style-type: none"> ■ improve knowledge and understanding of how children learn so expectations of their capabilities are raised, and planned activities offer more challenge to help children make better progress in their learning and development. 	16/05/2017

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

- make the best possible use of every opportunity for children to develop their literacy skills, especially their early writing skills
- build further on opportunities to fully encourage children to manage tasks for themselves and develop their independence skills
- improve the use of self-evaluation and reflection to help identify areas of weakness and set targets for improvements.

Inspection activities

- The inspector observed the childminder, her assistants and children as they played, and talked with them at appropriate times during the inspection.
- The inspector held discussions with the childminder in relation to observations of children's play, learning and progress, and the management of her assistants.
- The inspector sampled documentation, including children's records and evidence of suitability checks.
- The inspector took note of parents' written views, and spoke to parents available on the day of inspection.
- The inspector viewed the areas of the childminder's house and garden used for the care of children.

Inspector

Emma Dean

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder and her assistants are knowledgeable about signs that may indicate a child is at risk of harm, and what actions to take. The childminder has effective policies and procedures in place that support children's welfare. However, the childminder has not fully developed her recruitment system. Assistants have some suitability checks when they first start, but there are no arrangements to check ongoing suitability. The childminder does not effectively monitor staff performance. Staff do not have the opportunity for individual support and coaching to improve their practice and outcomes for children. The childminder reflects on her practice and make plans for continuous developments. However, these are not effective enough to ensure she identifies all the weaker areas of her practice. Parents are involved in the childminder's evaluations, and report they are happy with the service she provides.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Children show enjoyment in their play, for example, when they post shapes correctly in a box. However, at times children do not have sufficient challenge in the activities they do to help them make good progress in their learning and development. The childminder and her assistants know the children well. They make accurate observations, monitor their progress and form plans to build on children's weaker skills. For example, they clearly name furniture in the doll's house and introduce new words. This helps to develop children's spoken communication.

Personal development, behaviour and welfare require improvement

The childminder teaches children about healthy lifestyles. For example, children learn about effective hand washing before they eat. The childminder supplies children with a nutritious menu of snacks and meals. At times, the childminder and her assistants do tasks for children that they could manage themselves. For example, they feed younger children with a spoon rather than let children feed themselves. Children enjoy the opportunity to visit the local area and learn about the diversity of the wider world. For example, they walk to local parks, the beach and visit social groups.

Outcomes for children require improvement

Children learn the basic skills they need to move on to pre-school and school. They have opportunities to learn songs and to share books. However, their early writing skills are not consistently supported when they learn how to form letters. Children develop good manners, learn to share resources and take turns, for example, as they play matching card games. Children are confident communicators. They are motivated and excited to explore new activities. For example, they enjoy playing with water and flour. This helps support their physical and creative development.

Setting details

Unique reference number	EY232573
Local authority	West Sussex
Inspection number	1085570
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	18
Number of children on roll	21
Name of registered person	
Date of previous inspection	6 January 2015
Telephone number	

The childminder registered in 2003. She lives Bognor Regis, West Sussex. The childminder works each day with a co-childminder and an assistant. The childminder provides care from Monday to Friday, from 8am to 6pm, throughout the year. She receives funding for the provision of free early years education for children aged three and four years.

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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