

# Childminder Report

**Inspection date**

30 January 2017

Previous inspection date

25 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- The childminder demonstrates a poor understanding of the limitations of her registration and insurance cover. She does not always meet ratio and space requirements and fails to consider children's individual needs. This does not safeguard children's welfare.
- The childminder does not take sufficient account of children's individual care and learning needs when planning activities away from the setting. At these times, children do not always receive the support they need to make good progress in their learning.
- The childminder does not create regular opportunities for children to learn about the similarities and differences between themselves and people in the world around them.
- The childminder does not reflect sufficiently on her practice to highlight and focus adequately on the most significant weaknesses in the provision.

### It has the following strengths

- Children are happy and develop close friendships with each other and behave well.
- Children play in a clean and well-maintained home. They enjoy regular outside play, which contributes to healthy lifestyles.

## 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
■ ensure that minimum adult-to-child ratios and space requirements are met at all times	13/02/2017
■ ensure that adequate public liability insurance is carried	13/02/2017
■ take good account of each child's individual care and learning needs when planning activities away from the setting.	13/02/2017

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

- extend children's knowledge and understanding of the similarities and differences between themselves and others
- use self-evaluation effectively to identify any weaknesses, including any breaches of requirements, and take action to improve the quality of the provision.

## Inspection activities

- The inspector observed interaction and activities provided for the children by the childminder and one of her assistants.
- The inspector talked to the childminder about how children are developing and identified next steps for development.
- The inspector sampled documentation, including the childminder's first-aid certificate and available children's information records.
- The inspector discussed the childminder's management of her provision, including safeguarding measures, at appropriate times throughout the inspection.
- The inspector watched a planned activity and discussed children's learning with the childminder.

## Inspector

Tracy Bartholomew

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The childminder has not considered the implications of taking on extra children. She regularly works with three assistants and cares for 12 children and sometimes 13, when her registration permits only nine children when working with no more than two assistants. Safeguarding is ineffective. Ratio requirements to safeguard children are not met at all times. The childminder also knows that her home is not big enough to meet the space requirements for large numbers of children, so she takes them out. However, she does not consider whether planned outings meet children's individual needs. The childminder reviews her assistants' practice through regular conversations. She helps them to use observations and assessments effectively and sends them on training to improve their skills. The childminder and assistants understand the signs and symptoms that may indicate a child is at risk of harm and they know the procedures to follow in the event of any concerns. The childminder exchanges useful information with parents and other professionals to provide some continuity for children.

### Quality of teaching, learning and assessment requires improvement

The childminder does not take full account of children's needs when she organises play experiences for them. For example, she takes all children out for the whole day to soft-play provision on her busiest days, even though this may not be suitable for every child. At home, the childminder provides a variety of play experiences for the children. For example, children enjoy painting on a large scale, exploring paints with their hands and feet. The childminder and her assistants help children to develop their speaking skills well. For example, they support children's talking and listening skills by asking questions and initiating discussions. The childminder and assistants regularly observe, track and highlight appropriate next steps in learning for children's development.

### Personal development, behaviour and welfare are inadequate

Due to the weaknesses in the childminder's management of her provision, children's health, safety and welfare cannot be assured. She cannot provide a clear picture of how she organises her provision to ensure children's individual needs are met adequately. Appropriate hygiene procedures are followed to support children's health. For example, children learn to wash their hands prior to eating to reduce the risk of cross-infection. Appropriate records of the daily attendance of children are maintained.

### Outcomes for children require improvement

Children do not make the progress they are capable of, as their individual needs are not always taken into consideration. Despite this, some children enjoy being creative. For example, they explore with pencils and paint, and enjoy dressing-up and exploring with toy vehicles, which helps them to develop their imagination and physical skills. Children gain some useful skills to help prepare them for school. For example, they are developing their confidence and speaking skills.

## Setting details

<b>Unique reference number</b>	EY391733
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	1068941
<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>	0 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	25 February 2014
<b>Telephone number</b>	

The childminder registered in 2009. She lives in in Newbury in Berkshire. The childminder operates her service Monday to Friday. The childminder provides care to children who are in receipt of funding for the provision of free early education for children aged two, three and four years. The childminder employs five assistants that she works with at different times.

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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