

# Childminder Report

**Inspection date**

15 June 2017

Previous inspection date

22 May 2015

<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		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 activities that the childminder provides are not consistently appropriate to children's age or stage of development. She sometimes misses opportunities to build on children's existing skills and extend their learning. Children do not make as much progress as possible.
- The childminder does not organise the areas in her home to promote children's learning well. There is sometimes too little space for children to engage fully in their activities. In addition, there are distractions within the play areas that prevent children from concentrating on what they are doing.
- Although the childminder has made some improvement since her last inspection, she has not reflected well enough on all aspects of her provision. She has not prioritised her own professional development and, as a result, the quality of teaching is not good.

### **It has the following strengths**

- The childminder is very caring and provides children with lots of praise and encouragement as they play. Children are confident and settle well, and are proud of their achievements.
- Children show an ability to share and take turns, helping them to form positive relationships.
- The childminder links effectively with parents to ensure she involves them in children's learning. Parents are very happy with the service the childminder offers.

## What the setting needs to do to improve further

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

	Due Date
■ ensure activities are challenging and supportive of children's individual learning needs, to help them all make good progress	31/07/2017
■ improve the organisation of the play areas and the availability of resources, so that children can become fully involved in their activities.	31/07/2017

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

- improve self-evaluation and implement better arrangements for professional development to improve the quality of teaching.

## Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at children's records and a sample of other documentation.
- The inspector took account of written feedback from parents and the provider's self-evaluation.

## Inspector

Samantha Powis

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder has a sufficient understanding of child protection policy and procedures to ensure she is able to take appropriate action in the event of a safeguarding concern. Although the childminder has updated her skills in relation to first aid, she has not been proactive in increasing her understanding of how to effectively support children's learning. The childminder monitors children's progress, but she does not use this to help her plan activities that provide good levels of challenge and support for children. For example, a creative activity is much too difficult for the children to achieve and requires the childminder to do it for them.

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

The quality of teaching is inconsistent and children do not always make the best progress. The childminder talks to children as they play, and acts as a good role model to help children learn to use language clearly to communicate. However, the television is often on, and this causes a distraction and stops children from listening well. The childminder misses opportunities to encourage children to gain new skills during some activities. For example, when children made greetings cards, the childminder wrote in the card for them or held their hand to write, missing the opportunity to encourage children to experiment and practise their early writing skills.

### Personal development, behaviour and welfare require improvement

The physical development of younger children is sometimes restricted due to the limited space in which they have to play. For example, children who are learning to walk are offered the use of a baby walker. However, there is not enough room for them to move about freely and benefit from the resource fully. Children develop an understanding of how to stay safe and healthy. For example, the childminder reminds them to wash hands before eating and provides them with nutritious snacks and plenty of drinks throughout the day. The childminder offers children reassurance and is sensitive to their care needs to help them settle. For example, she gives younger children a cuddle and ensures they have their comforter as she settles them down for a nap.

### Outcomes for children require improvement

Children acquire some skills that prepare them for the next stage in their learning. However, weaknesses in the quality of teaching mean that children do not make as much progress as possible. For example, children gain some awareness of letter shapes. However, the childminder uses only the names of letters, missing opportunities to help them to link letters to the sounds they make. Children understand how to behave and are considerate and helpful towards each other. They have some opportunities to gain independence, such as when they help to hand out plates and food at snack time.

## Setting details

<b>Unique reference number</b>	144238
<b>Local authority</b>	Dorset
<b>Inspection number</b>	1089680
<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>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	22 May 2015
<b>Telephone number</b>	

The childminder registered in 1992. She lives in the village of Verwood in Dorset. The childminder provides care for children on weekdays throughout the year. She can also provide overnight care. The childminder holds a childcare qualification at level 3. She receives nursery education funding for children aged two, 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

