

# Report for Childcare on Domestic Premises

## Inspection date

11 July 2017

Previous inspection date

1 July 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Satisfactory	3
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 quality of teaching is not at a consistently good standard to help all children make the best possible progress. Some assistants are not as confident as others and miss opportunities to extend children's play and learning.
- Children are not consistently supported to help them learn to cope with changes to their normal routine and to keep them motivated and engaged.
- The childminder has yet to develop precise self-evaluation systems to accurately identify all aspects of practice which require improvement.

### It has the following strengths

- Children arrive happy and are keen to see their friends. Children freely share their thoughts and ideas with each other and negotiate roles in their imaginary play.
- The assistants have regular opportunities to talk to the childminder to discuss their key children and their practice and to request further training. For example, the childminder encourages them to attend additional training courses to raise their qualification level.
- The childminder has links with staff at other settings that children attend. She meets with health and childcare professionals to arrange additional support and guidance for children where relevant. This helps to provide consistency in children's care.
- The childminder ensures that correct adult-to-child ratios are consistently met. She has organised appropriate nappy changing arrangements and keeps a close eye on the meals and snacks she provides for children to ensure they are healthy and suitable.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ improve the quality of teaching to provide children with consistently challenging, stimulating activities and experiences that help them to make the best possible progress</li> </ul>	05/08/2017
<ul style="list-style-type: none"> <li>■ improve the organisation of daily routines to help children learn to cope with and manage different situations.</li> </ul>	21/07/2017

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

- make more effective use of self-evaluation to continually identify and monitor weaknesses in order to help raise outcomes for children.

### Inspection activities

- The inspector observed children, the childminder and her assistants playing inside and outside.
- The inspector held a meeting with the childminder and sampled relevant documents, including her assistants' suitability checks and policies and procedures.
- The inspector spoke to children, assistants and available parents.
- The inspector jointly observed an activity with the childminder and held discussions regarding children's learning and progress.

### Inspector

Sue Mann

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Self-evaluation is not yet fully effective in helping the childminder to address weaknesses in her practice. For example, she has not identified aspects of her assistants' teaching skills or the organisation of some daily routines which require improvement. The childminder completes thorough checks on all new assistants, which helps to verify their suitability to work with children. They undertake training, such as paediatric first aid, safeguarding and food handling, as part of their induction, which helps them to understand and meet their individual roles and responsibilities. Additional funding is carefully spent on training and resources, such as communication and language activities. This helps to provide tailored support for those children who need help to catch up. The childminder and her assistants regularly share a wide range of information with parents. This helps to involve them in their children's care and learning.

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

The quality of teaching is variable. At times, assistants overlook opportunities to continually extend and challenge children's play and learning. For example, they do not consistently organise resources well to interest and re-engage children further. There are some more positive interactions with children. For example, assistants use children's interest in threading coloured ribbons onto netting to introduce mathematical language. They ask children whether they want to put the next ribbon higher or lower, which helps them to learn about positional language.

### Personal development, behaviour and welfare require improvement

Overall, children have positive, warm relationships with the childminder and her assistants. However, when assistants change the usual daily routines, younger children become unsettled. For example, on the day of the inspection, assistants working with the younger children did not take them into the baby room, as usual, where the toys and resources are more age appropriate. Nonetheless, they provide children with a wide range of opportunities to explore and make sense of the world around them. For example, children enjoy playing in soil, sand and water, transporting and moving it using different containers and spoons. Younger children make sounds using metal bowls and wooden spoons, and jiggle their bodies to familiar nursery rhymes.

### Outcomes for children require improvement

The weaknesses in the quality of teaching hinder the rate of progress that children make. However, older children learn a suitable range of skills which helps to prepare them for the next stage in their learning, such as the move to school. Children follow instructions promptly. For example, they know that when an assistant shakes the tambourine, they have five minutes to finish their game or activity. Children listen well and are confident communicators. For example, they quickly learn the words to new songs, ready for their performance during the annual teddy bears' picnic event.

## Setting details

<b>Unique reference number</b>	EY454995
<b>Local authority</b>	Essex
<b>Inspection number</b>	1083056
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	18
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	
<b>Registered person unique reference number</b>	RP510951
<b>Date of previous inspection</b>	1 July 2013
<b>Telephone number</b>	

Fun for Kids, Home from Home registered in 2013. It operates from a house in Weeley, Essex. The childminder works with six assistants. She operates Monday to Friday, from 6am to 6pm, for 50 weeks of the year. The childminder receives funding to provide free early years education for children aged two, three and four years old.

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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