

# Childminder Report

**Inspection date**

15 June 2017

Previous inspection date

16 December 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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		Good	2
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 not maintained an accurate daily record of children's attendance.
- The childminder does not provide enough opportunities or adapt her practice to provide a good level of challenge for the different age groups and abilities of children.
- Self-evaluation is not used robustly enough to make action plans that focus on continually improving the provision and to help raise the quality of outcomes for children.

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

- The childminder has made some significant improvements since the last inspection. She has taken appropriate steps to strengthen her teaching and professional development.
- The childminder is actively gaining support and guidance from other professionals. She uses what she finds out to increase her knowledge and skills and help enhance her observations and assessment of children's learning.
- The childminder now understands more about how to support children whose progress is below the typical stage of development. She works with parents to promote children's learning and is focused on helping children to close gaps and catch up with their peers.

## 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

- |  |            |
|--|------------|
| ■ maintain an accurate record of the names of the children looked after on the premises and their hours of attendance. | 17/07/2017 |
|--|------------|

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

- build on the quality and delivery of activities, making them more purposeful and challenging for the different ages and abilities of children attending
- use self-evaluation to inform more precise priorities for improvement and make plans to address weaknesses and enhance outcomes for children.

## Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents spoken to during the inspection and through written feedback provided.

## Inspector

Lucy Showell, Early Years Regulatory Inspector

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The childminder has improved most of her record keeping although, the daily timings of all children's attendance are not accurately maintained. Self-evaluation is not used effectively enough to identify strengths or help make plans to address weaknesses and raise the quality of the provision to a higher level. Safeguarding is effective. The childminder understands about signs that may suggest children could be at harm and knows how to deal with any concerns to protect children. She checks the environment and identifies and minimises hazards to keep them safe. The childminder has accessed relevant training, conducted research and gained support and guidance to help promote her professional development. This has helped her to develop a clearer understanding of what children can do and how to monitor the progress they make.

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

The childminder talks with parents and other providers to gather and share information about what the children already know when they start with her. She uses what she finds out to provide a range of resources that capture children's interests and engage them in play. However, the childminder does not offer activities with enough challenge to help the older and more able children achieve the best possible outcomes. The childminder has used funding and training opportunities to learn more about how to assess and support children's communication and language development and interacts well with them. She questions children appropriately to their level of understanding, listens to their answers and responds in ways to help children think and express themselves.

### **Personal development, behaviour and welfare are good**

The childminder builds sound relationships with the children and their parents. Children show they feel safe and secure in her care, going to the childminder for cuddles and enjoying plenty of laughter and fun activities. The childminder takes them on a range of outings, visits and groups. Children develop their physical skills, negotiating their way around equipment at activity centres and parks. They learn about similarities and differences in the local and wider communities. Children socialise at groups and take part in activities to help raise their awareness of and respect for diversity. The childminder encourages children to make healthy choices at meal and snack times and ensures that each child has access to water throughout the day. Children are learning to manage their own health and care needs. Most of the older children ask for and use the toilet when needed and know to wash their hands with some prompting from the childminder.

### **Outcomes for children require improvement**

Children are developing basic skills to help them in their future learning and in preparation in readiness for their eventual move to school. Some make typical progress rather than benefitting from challenges to deepen and extend their learning and help them to catch up to their peers. Children are becoming more confident and independent in making choices and communicating their ideas. They enjoy their time with the childminder, show interest in making friends and are learning to be considerate and share the resources with others.

## Setting details

<b>Unique reference number</b>	EY289850
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	1084938
<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>	2 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	16 December 2016
<b>Telephone number</b>	

The childminder was registered in 2004 and lives in Oldbury, West Midlands. She operates all year round from 7.30am to 6pm, Monday to Friday, except for the bank holidays and family holidays.

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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