

Childminder Report

Inspection date	18 September 2017
Previous inspection date	16 November 2016

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	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 childminder has not made enough improvement since the last inspection. She has only partially addressed the previous action. Although she completes regular observations of children's learning, she does not use the information gained to quickly narrow any gaps in their development. Children do not make consistently good progress from their starting points.
- The quality of the childminder's teaching is variable. She does not quickly recognise when to extend and challenge children in their play. Children are not supported well enough in their learning and development.
- The childminder does not make the best use of her systems for exchanging information with parents to support children's continued learning.
- The childminder's evaluation of her practice and planning for improvement, including her programme for ongoing professional development, is not yet aimed at raising the quality of teaching and assessment to at least a good level.

It has the following strengths

- The childminder is warm and caring with the children. Children are comfortable and happy in her care. They make independent choices and select from the suitable toys and activities that are available to them.
- Children behave well. They understand what is expected of them from the clear and calm messages that the childminder gives them.
- The childminder keeps her mandatory qualifications and training up to date, such as paediatric first aid and child protection. This helps her to refresh her knowledge and skills.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ make better use of observations and assessments to identify children's individual levels of achievement and quickly take action to narrow any gaps in their learning, so that all children make at least good progress from their starting points 	18/12/2017
<ul style="list-style-type: none"> ■ improve the quality of teaching to a consistently good level. 	18/12/2017

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

- make better use of the systems for exchanging information with parents, to ensure a truly shared approach to children's learning is maintained
- strengthen the way in which reflection is used, to identify and target ways to raise the quality of teaching and assessment, and evaluate the impact on children's learning.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and children during the inspection.
- The inspector and the childminder jointly evaluated an activity together.
- The inspector looked at relevant documentation, such as evidence of the suitability of those living on the premises and of the qualifications of the childminder.
- The inspector took account of the views of parents.

Inspector

Judith Rayner

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder does not ensure, through rigorous self-evaluation, that she continually meets the requirements of the early years foundation stage. She does not reflect in enough depth to evaluate the impact of her teaching on children's learning. She does not use her observations and assessments effectively to plan activities and experiences to narrow the identified gaps in children's learning. Information exchanged with parents does not ensure a truly shared approach to children's continued progress. Consequently, children do not make good enough progress in their learning and development from their starting points. Safeguarding is effective. The childminder knows the procedures she must follow should she have a concern about a child in her care. She uses her policies and procedures well to further support safe practice. For example, she completes regular risk assessments to ensure all areas that children access are safe and secure.

Quality of teaching, learning and assessment requires improvement

The quality of the childminder's teaching is variable and she does not use what she learns from her observations and assessments to focus on the gaps in the children's learning. Children are not supported well enough to learn as much as possible. For example, during small-world imaginative play, the childminder answers questions that she asks the children herself. She does not give children enough time to think for themselves and share what they know. This does not help children to develop their communication and language skills, particularly those who have been identified as needing more support in this aspect of learning. That said, at times, the childminder interacts with children in a purposeful way. She sits on the floor with them, helps them to name the colours of pens and to work out how to take the tops off the pens to make marks on their paper.

Personal development, behaviour and welfare require improvement

Weaknesses in teaching, planning and assessment mean that not all children are well supported in their development. The childminder does not exchange information with parents effectively to promote a collaborative approach to children's learning. However, parents' written comments about the childminder are positive. For example, parents comment how well their children have been supported to settle in to the childminder's care. The childminder successfully promotes children's emotional well-being and helps children learn how to keep safe and healthy. Children follow suitable personal hygiene routines and learn to play with toys safely. They are given opportunities to develop their physical skills, for instance, as they visit the park and spend time in the back garden.

Outcomes for children require improvement

Teaching and assessment are not sufficiently well focused to help every child reach their full potential. That said, children are developing some basic skills in readiness for the next stage in their learning and eventual move on to school. The childminder takes children out and about in the local community, which helps to support children's growing social skills. Children enjoy exploring the toys and activities by themselves.

Setting details

Unique reference number	EY445997
Local authority	Nottinghamshire
Inspection number	1107811
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 7
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	16 November 2016
Telephone number	

The childminder registered in 2012. She lives in Hucknall, Nottinghamshire. The childminder operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 2.

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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