

Childminder Report

Inspection date

20 October 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
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 has failed to meet requirements of the Early Years Register and the Childcare Register. She has not provided Ofsted with the required information about her assistant who works with the children. This means Ofsted cannot complete all required suitability checks. This compromises children's safety as the childminder leaves children in the assistant's sole care.
- The childminder does not provide appropriate supervision, support and training to ensure her assistant fulfils his safeguarding role and teaching responsibilities.
- The childminder does not keep an accurate record of children's attendance, as required.
- The childminder and her assistant miss opportunities to encourage and support children's ongoing independence skills in everyday tasks and activities.
- Children do not have many opportunities to engage in activities that support their sensory and creative development.
- The childminder and her assistant do not effectively support children's understanding of procedures to follow in the event of an emergency.
- The childminder does not evaluate her provision effectively. She has failed to identify breaches in requirements and has overlooked aspects of the provision that are weak.

It has the following strengths

- Children are happy and show that they are making adequate progress in their learning and development.

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
■ provide Ofsted with the required information so that the suitability of all adults working with children can be checked	20/11/2017
■ ensure no unchecked adults have unsupervised access to children	20/11/2017
■ ensure assistants are provided with suitable supervision, support and coaching to raise the quality of teaching and increase their safeguarding knowledge	20/11/2017
■ ensure that the daily attendance record includes children's hours of attendance.	20/11/2017

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

- create more ways to help children gain and build on their independence skills
- encourage children to engage in activities to support their sensory and creative development further
- increase children's understanding of how to keep safe in the event of an emergency
- use self-evaluation more effectively to identify any breaches of requirements or weaknesses, and take action to improve the quality of the provision.

Inspection activities

- The inspector observed interactions and activities provided for the children by the childminder and her assistant.
- The inspector talked to the childminder and her assistant about how children are developing and their 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 the learning with the childminder.

Inspector

Tracy Bartholomew

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The childminder has failed to follow requirements for recruiting an assistant. She has not provided Ofsted with information about adults working with the children so that Ofsted can complete all suitability checks. The childminder does not assure children's safety as she leaves them in the sole care of the assistant. The childminder does not keep an accurate record of children's attendance, as required. The childminder has a sufficient understanding of child protection issues. However, the assistant does not have a secure knowledge about possible signs that may indicate a child is at risk of harm and the referral procedures. The childminder has failed to provide supervision and coaching for her assistant. She does not purposefully monitor his practice to ensure that the quality of his teaching is good. The childminder exchanges useful information with parents and other professionals involved in children's care to promote continuity for children. The childminder has a poor understanding of her responsibility to evaluate her practice to identify areas for future development.

Quality of teaching, learning and assessment requires improvement

Overall, the childminder and her assistant support, monitor and plan for children's learning and progress adequately. The childminder plans a variety of activities and routines, which supports them to make adequate progress in their learning and development. For example, children enjoy playing outside where they practise developing their physical skills as they use their bodies to climb up, through and under the large play equipment. The childminder and her assistant generally support children's communication and language well. For example, during the inspection the childminder and her assistant supported children's talking and listening skills by asking questions and initiating conversations well. The childminder provides some activities, such as chalking and exploring leaves; however, she does not offer many opportunities for the children to engage in a wide range of activities to support their sensory and creative development.

Personal development, behaviour and welfare are inadequate

The childminder does not assure children's health, safety and welfare because there are significant weaknesses in her leadership. For example, the childminder and her assistant lift younger children to the sink, balancing them on their knee to wash their hands before snack time. This prevents children from building independence. Furthermore, children are not encouraged to blow their nose or learn about the importance of personal hygiene routines. Children are gaining their understanding of risk through exploring a range of activities in their environment. However, they do not consistently learn how to stay safe. For example, they do not learn how to evacuate the building quickly and safely in an emergency. Children behave well. They receive appropriate praise and encouragement to support their self-esteem.

Outcomes for children require improvement

Children develop some suitable skills to help prepare them for their next stage of learning. For example, they use numbers in their everyday play, such as counting toy bugs as they place them in a container. Children enjoy looking at books and learn that print carries

meaning. However, they do not learn to be fully independent or develop a wide range of creative skills, which limits children's progress overall.

Setting details

Unique reference number	EY492575
Local authority	Oxfordshire
Inspection number	1027405
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 6
Total number of places	11
Number of children on roll	9
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015. She lives on the outskirts of the city centre of Oxford, Oxfordshire. The childminder provides care five days a week, all year round except for Christmas 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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