

# Childminder Report

**Inspection date**

20 November 2017

Previous inspection date

29 September 2014

<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 childminder has not extended her safeguarding knowledge to include current government guidance.
- The childminder does not have a full understanding of all areas of learning to help her to identify any gaps in children's progress and to support children's overall development.
- The childminder does not complete progress checks for two-year-old children in line with requirements. She does not clearly identify strengths or show where development needs to be encouraged to enable her to meet children's developmental needs fully.
- The childminder makes a limited variety of resources available to children, which does not always encourage them to try different types of play. The childminder does not consistently enable children to make independent choices from the full range of resources available to them. Teaching and outcomes for children are variable.
- The childminder does not actively enhance her professional knowledge and skills beyond statutory training to help her fully understand how to support children's development.

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

- The childminder works well in partnership with parents and staff at the other settings children attend, to meet children's needs. She has a good understanding of individual children, and their interests and experiences at home, which she uses in her practice.
- The childminder helps children to develop some skills essential for future learning. This includes bringing in lots of opportunities to count. She teaches children that marks carry meaning to help them develop their early reading skills.

## 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
■ improve knowledge of the learning and development requirements, particularly the seven areas of learning, to ensure provision and activity planning covers all elements	20/02/2018
■ improve assessments, including by completing progress checks for children aged two years, and ensure these show children's strengths and identify any areas where progress is weaker	20/02/2018
■ improve knowledge of current safeguarding legislation, to include the 'Prevent' duty guidance, to help ensure children's welfare.	20/01/2018

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

- offer children a wider variety of resources that appeals to their interests and different areas of learning, and that children can see and choose themselves
- establish methods to help develop professional knowledge and skills more effectively.

### Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records.
- The inspector checked evidence of the childminder's qualifications and her suitability checks.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.

### Inspector

Kerry Lynn

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. In general, the childminder has a suitable understanding of most signs that may indicate a child being at risk of harm, including the procedures to follow in the event of a concern. However, the childminder has not updated her safeguarding knowledge to include current government legislation, such as recognising when a child may be at risk of extreme views or behaviour. The childminder follows rules and routines to keep children safe in her care, including teaching children how to keep themselves safe. The childminder makes some evaluations of her practice. For example, she notes how children respond to learning experiences and changes them accordingly. The childminder does not have systems to help her to learn more about her role or to develop her skills.

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

The childminder shows some good teaching skills. She successfully encourages children to extend their ideas. For example, she uses questions well to help them build objects with construction kits. The childminder sets challenges and encourages children to solve problems. For instance, she encourages children to persevere and test out ideas as they work out how to fit shapes into moulds. The childminder makes observations of children's achievements. However, she does not monitor their progress in all the areas of their development relevant to their ages, due to weaknesses in her understanding of the areas of learning. Her practice does not enable her to notice if gaps in children's development form. The childminder is not effectively assessing children's progress when they are aged between two and three years, to make sure they are reaching typical outcomes for their ages, or to consider how to move them forward.

### Personal development, behaviour and welfare require improvement

The childminder forms strong bonds with children, who show they feel secure in her care. Children play confidently and with some independence, although the childminder does not use resources consistently well to motivate children to make choices and learn. The childminder encourages children to enjoy healthy lifestyles, including daily opportunities for exercise. She helps them to cope with changes, such as starting school, and to feel familiar with new settings. The childminder highlights the differences that exist between people to promote children's understanding of diversity. For instance, she talks to them about the differences in the hair, eyes and skin colour of play figures.

### Outcomes for children require improvement

Children progress from their starting points in some areas. They develop well physically; making progress in areas such as their ability to walk and using their hands to control smaller objects. Children develop language well. For example, they frequently engage in conversations using sentences and asking questions. Children focus well on their play and show curiosity. However, they do not make consistently good progress overall because of the weaknesses in implementing all areas of learning and monitoring their progress.

## Setting details

<b>Unique reference number</b>	114320
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1070145
<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>	1 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	29 September 2014
<b>Telephone number</b>	

The childminder registered in 1991. She lives in Midhurst, West Sussex. The childminder opens all day Monday to Friday, all year round. She also cares for older children out of school hours.

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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