

Childminder Report

Inspection date

8 December 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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 does not use her assessments effectively to plan challenging experiences that promote all areas of children's learning. She has not yet identified individual next steps to support each child to make consistently good progress.
- Teaching is variable. At times, the childminder overdirects children's play. This impacts on their learning as they are unable to 'have a go' and explore their own ideas.
- The childminder's procedures for self-evaluation are not rigorous enough to enable her to identify and address areas of weakness in her practice.

It has the following strengths

- The childminder gathers relevant information from parents to incorporate them into the day and meet the individual care needs of their child. Good communication keeps parents informed of their child's day.
- The childminder builds good relationships with children. She supports children's personal, social and emotional needs. Children mix with familiar adults and children at groups they attend.
- Records, policies and procedures required for the safe management of the provision are well maintained and implemented.
- Children learn to become confident in managing their own personal care needs. They learn the importance of washing their hands at appropriate times during the day.
- The childminder works with parents and other professionals involved in children's learning to support children and provide continuity of care.

What the setting needs to do to improve further

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

Due Date

- ensure observations of children's learning are used to identify their individual next steps and plan challenging experiences that help children to make consistently good progress. 01/02/2018
- improve the quality of teaching and provide more opportunities for children to explore their own ideas and lead their own play. 01/02/2018

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

- implement rigorous and effective systems for self-evaluation to identify and prioritise areas for improvement.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact it has on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed a planned activity and discussed it with the childminder.
- The inspector looked at documentation, including training certificates, self-evaluation and the suitability of adults living in the home.
- The inspector took account of the written views of parents.

Inspector

Tracey Boland

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Children play in a safe and secure environment. The childminder minimises potential risks within the home and garden. She assesses trips and outings to ensure children are safe. The childminder is aware of the local child protection referral procedures and the signs that may indicate a child is at risk of harm. The childminder attends professional training opportunities to continually support her knowledge in the childcare field. However, this is not yet having a good enough impact on raising the quality of her teaching. While the childminder has started to evaluate her provision, this has not been effective in helping to identify areas of weakness in her practice.

Quality of teaching, learning and assessment requires improvement

The quality of the childminder's teaching is not consistently good. For example, when children take part in activities, she does not encourage them to participate and initiate their own ideas. The childminder is overly directive during children's play. At times, she takes over tasks children can do for themselves rather than encouraging them to explore, investigate and find their own ways of doing things. The childminder gathers information from parents when children first start. She uses this information to provide activities and resources that children enjoy playing with. She observes children as they play and assesses their level of development. However, she does not use what she knows about children to correctly identify the next steps for learning. This means her planning of activities do not provide enough challenge to help children make good enough progress. The childminder speaks with parents about their child's day and encourages them to share their child's interests at home.

Personal development, behaviour and welfare require improvement

The childminder's directive approach to teaching does not always allow children to be active and independent in their learning. However, she forms close relationships with children and provides a warm and caring environment in which they can play. Children enjoy being active. They use a variety of equipment that supports their physical abilities in the childminder's garden and at other groups they attend. The childminder works closely with parents to ensure consistency in behaviour. She recognises and praises children's efforts and achievements. The childminder uses clear consistent house rules to build their awareness of what is acceptable behaviour. Children learn about diversity and the wider world. They enjoy art and craft activities which reflect cultural celebrations.

Outcomes for children require improvement

Children develop basic skills that support them for learning in readiness for the move on to school. However, they are not making as good enough progress they could due to weaknesses in teaching and planning. Children develop their independence skills. They enjoy mark making, and see letters that form their names in books and the environment, supporting their awareness further.

Setting details

Unique reference number	EY494752
Local authority	Coventry
Inspection number	1031558
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 10
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015. She operates all year round, all through the week from 7am to 8pm, Monday to Friday, except for 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

