

Childminder Report

Inspection date	11 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 effectively maintain good hygiene practices to promote children's welfare, in particular when the family dogs are present. This is also a breach of the Childcare Register.
- At times, the childminder does not meet ratio requirements to ensure she consistently meets the needs of children and provides the individual attention they need.
- The childminder does not track children's progress accurately to identify and address gaps in their learning, to help them all make good progress from their starting points. She does not always seek the necessary support or take prompt action to help them achieve as much as possible, especially in their speaking.
- On occasion, the childminder overdirects children and does not give them the opportunity to explore creative activities imaginatively.

It has the following strengths

- Children develop good independence in their self-care. For example, they help themselves to drinks when they are thirsty and ask to use the toilet when needed.
- The childminder keeps children safe on outings. For example, she encourages children to negotiate where they wish to sit in the car according to the different car seats available.
- The childminder works closely with parents and other early years settings to meet children's needs, and she attends specific training to support some of them.

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
<ul style="list-style-type: none"> ■ take all reasonable steps to ensure the health of children, with particular regard to family pets 	31/12/2017
<ul style="list-style-type: none"> ■ ensure ratios are maintained at all times to protect children's welfare 	31/12/2017
<ul style="list-style-type: none"> ■ monitor children's progress more accurately and take prompt action to access the appropriate support and target gaps more effectively, to ensure children make good progress across all areas of learning, especially their communication and language development. 	12/01/2018

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

- make the most of opportunities to help children to explore and express themselves creatively.

Inspection activities

- This inspection was brought forward as a result of Ofsted's risk assessment process.
- The inspector viewed all areas of the premises registered for childcare.
- The inspector observed the childminder's interactions with children as they played inside, and discussed their learning.
- The inspector discussed the childminder's understanding of the early years foundation stage requirements and how she evaluates her provision.
- The inspector sampled documentation, including children's assessment records, accident records and the daily register of attendance.

Inspector

Rachael Williams

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder has a good understanding of her responsibility to report any concerns about a child and follows procedures effectively. However, she does not always maintain ratios to support children's needs. For example, she regularly exceeds her numbers for short periods on Thursdays before her assistant arrives. The childminder does not protect children's health needs effectively. She does not encourage children to wash their hands after they play with her dogs' toys or stroke them. The dogs bring mouthfuls of their biscuits into the lounge where children play, and they eat them on the settee where children sit and sleep. The childminder evaluates her provision and identifies ways forward, such as extending the play space in the garden. There are sound arrangements to make sure her assistant understands her policies and procedures and is suitable for her role. The childminder shares training she attends with other early years settings and her assistant to support consistent practice, for example, using pictures to help children communicate. However, she fails to ensure children receive the necessary input from other professionals where needed, to help close gaps in their learning.

Quality of teaching, learning and assessment requires improvement

The childminder does not always assess and monitor children's progress accurately. For example, she does not take prompt action to target support and reduce gaps in some children's speech. Children listen well and follow instructions, such as tidying away the toys. They enjoy group times, for instance, to sing familiar songs together, although the childminder does not always help children says words correctly. Children are keen to use varied musical instruments to accompany the rhythmic pattern. They join in with actions well and move in different ways, such as pretending to jump on the bed. At times, the childminder overdirects children's creativity and does not give them the opportunity to explore resources and develop their ideas imaginatively.

Personal development, behaviour and welfare require improvement

The childminder does not maintain good hygiene practices at all times to protect children's health when around her pets. For example, children stroke the dogs, play with their toys and do not wash and dry their hands to reduce the spread of germs. The childminder does not meet all children's learning needs as well as she could; however, children receive good support to play well together and build friendships. For example, they take turns and show pride in their achievements.

Outcomes for children require improvement

Children learn some skills that prepare them for their next steps in learning. For example, they show good coordination as they build, choosing which shape and colour blocks to use, and learn to count accurately. Older children show interest in letters and sounds as they begin to recognise those that are in their names. However, not all children make the progress they are capable of, particularly in their speech, because the childminder does not track their progress accurately to reduce gaps in their learning promptly.

Setting details

Unique reference number	EY495695
Local authority	North Somerset
Inspection number	1118280
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	11
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015 and lives in Weston-super-Mare, North Somerset. The childminding provision operates daily throughout the year. The childminder works with an assistant on Thursdays and Fridays. The childminder has an early years qualification at level 6. She is in receipt of funding for free early education for children aged two, three and four years.

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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