

Childminder Report

Inspection date

12 January 2018

Previous inspection date

15 August 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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 ongoing observations and assessments consistently to effectively plan suitably challenging activities for children. Next steps in learning are not routinely incorporated into activities and experiences to support children in making good progress.
- Children's individual needs, interests and stage of development are not used to plan stimulating activities and experiences that challenge them appropriately.
- The childminder does not include the views of parents and children in her evaluations of her setting.
- The childminder does not always promote effective strategies to engage parents in extending their children's learning at home.

It has the following strengths

- The childminder supports children's personal, social and emotional development with regular praise and reassurance. This helps children to develop a sense of belonging and to form suitable bonds with the childminder and other minded children.
- The childminder encourages children's communication and language development. She provides activities that children enjoy and introduces new words and vocabulary to them, such as during story times.
- The childminder encourages children's physical development. She provides a range of age-appropriate toys and resources. This supports young children taking their first steps.

What the setting needs to do to improve further

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

	Due Date
■ deliver all areas of learning through planned, purposeful play to ensure that children make good progress	12/03/2018
■ observe children to understand their level of achievement, interests and learning styles, in order to shape learning experiences for each child	12/03/2018
■ make regular and precise assessments of children's learning to identify children's next steps in learning and plan suitably challenging activities and experiences.	12/03/2018

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

- strengthen opportunities for sharing ideas and activities with parents to support them in extending their children's learning at home
- enhance the evaluation processes to include the views of parents and children.

Inspection activities

- The inspector observed the childminder interact with children during activities and evaluated these with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and reviewed evidence of the suitability of persons living in the household.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to children at appropriate times throughout the inspection.

Inspector

Jo Rowley

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder has made some improvement since her last inspection. She has a paediatric first-aid certificate and maintains the required documentation. The childminder ensures that children's actual times of attendance are recorded daily and that documentation is easily accessible. The childminder sometimes reviews her practice but does not yet include the views of parents using her setting. The arrangements for safeguarding are effective. The childminder has a suitable knowledge of the procedures to follow and the professionals to contact, if she has a concern about the welfare of children in her care. The childminder works on a regular basis with an assistant. She supports her assistant appropriately with regular discussions, including his awareness of safeguarding policies and procedures. The assistant holds a paediatric first-aid certificate and has suitable knowledge of how to safeguard the children in his care. The childminder has friendly relationships with parents and she informs them daily of how children settle and what they eat and drink. However, the childminder does not share information with parents about their children's learning and development to enable them to extend this at home.

Quality of teaching, learning and assessment requires improvement

The childminder carries out some basic observations of children as they play. However, ongoing observations and assessments are not used effectively. Children's individual stages of development are not known by the childminder. Children's next steps in learning are not identified and children are not consistently supported to make good progress in their learning and development. The childminder questions children openly during their play. This encourages them to think further. However, the childminder does not plan or provide challenging activities and experiences across all areas of learning. The childminder encourages children's awareness of mathematics. For example, she supports them well as they count the bricks they build with. In addition to this, the childminder encourages children to talk about the shapes and colours they see.

Personal development, behaviour and welfare require improvement

Children are independent and show some interest in the toys and resources available to them. The childminder joins in with their play and extends their interests. For example, children are creative as they explore the road maps with their cars. The childminder asks about where they are going and what they are doing, promoting their imaginative skills. Children behave well. The childminder supports children to develop an awareness of how to share and take turns, and she is consistent in her approach to this. The childminder helps children to lead healthy lifestyles. She keeps equipment and surfaces clean, and she encourages children to follow routines, such as handwashing before mealtimes.

Outcomes for children require improvement

Children are not yet making good enough progress towards the early learning goals. However, they are gaining some of the basic skills they need in readiness for school or the next stage of their learning.

Setting details

Unique reference number	129516
Local authority	Hertfordshire
Inspection number	1112977
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	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	15 August 2017
Telephone number	

The childminder registered in 1998 and lives in Hemel Hempstead. On occasions, the childminder works with an assistant. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays 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.

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 2018

