

Childminder Report

Inspection date

1 February 2018

Previous inspection date

15 January 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
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

- Sometimes the childminder does not supervise children adequately in her home to ensure she meets their needs. Toddlers who are learning to walk, on occasion, play freely between rooms. As a result, when they have accidents the childminder is not always sure about the details of the incident.
- The childminder does not consider the risk to children's safety of not following the manufacturer's guidance for the use of the trampoline.
- The childminder does not assess children's progress well enough to ensure that accurate and appropriate information is used to support their ongoing learning and development. Outcomes for children require improvement.
- The process of self-evaluation does not help the childminder to identify all areas of weakness to help improve outcomes for children.

It has the following strengths

- The childminder is particularly skilled at supporting children to develop their relationships and behave well.
- The childminder focuses well on supporting children's emerging language and communication skills.
- The childminder builds effective partnerships with other settings that children attend. She shares information to promote consistency in children's care.
- Children enjoy the many outings, such as to parks and playgroups in the community.

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
■ ensure children are adequately supervised at all times	16/02/2018
■ take all reasonable steps to ensure children are not exposed to risk, with particular regard to use of the trampoline, taking into account the manufacturer's guidance for safe use	16/02/2018
■ use the information gained from assessment to plan suitably challenging activities that help children to make good progress.	16/02/2018

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

- make effective use of self-evaluation to accurately identify all areas for improvement, to help improve outcomes for children.

Inspection activities

- The inspector looked at a range of documentation and spoke to the childminder about how she evaluates the effectiveness of her provision.
- The inspector observed the quality of teaching and she and the childminder jointly evaluated the effectiveness of the childminder's interactions with children.
- The inspector checked the evidence of the childminder's training and suitability.
- The inspector observed activities and spoke to the childminder and children at appropriate times.
- The inspector spoke to parents and considered their verbal and written views.

Inspector

Victoria Weir

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. On occasions, the childminder does not adequately supervise children who are under one-year-old, as she allows them to explore freely in adjoining rooms. Furthermore, the childminder does not carry out risk assessments appropriately. Children use a trampoline in the garden that is not suitable for their age and stage of development. Although the childminder carries out self-evaluation, and seeks the views of parents and other childminders, this is not sufficiently rigorous to identify and address weaknesses in her practice. She attends safeguarding training and first-aid training, and knows the signs that would alert her to child protection concerns. The childminder knows the reporting requirements to the relevant professionals. She uses her links with other local childminders to develop ideas for activities. Parents express their appreciation of the care the childminder provides for their children. She keeps them informed through daily discussions and some parents have seen records of their children's activities and care.

Quality of teaching, learning and assessment requires improvement

Although the childminder has a sound understanding of how children learn and develop, the assessment procedures are not good enough. The childminder is not always fully aware of children's progress in relation to the milestones typical for their age and stage of development. This means the level of challenge in some activities is not sufficient to help children make good progress. That said, the childminder interacts well to support children's interest as they play. For example, she encourages children to make believe and pretend, suggesting they care for baby dolls. The childminder models role play and questions children. She ensures she provides an appropriate mix of adult-led and child-initiated activities. The childminder focuses on teaching younger children the basic skills that will secure their future learning. For example, she promotes their listening and sharing well. She helps older children learn to count and recognise colours.

Personal development, behaviour and welfare are inadequate

The weaknesses in risk assessments and supervision of children compromise children's safety and well-being. The childminder helps children to learn about their emotions and the consequences of their actions on others. She supports children's understanding of the wider world. For example, children learn about different cultural festivals. When children are unsettled, the childminder is kind and provides lots of cuddles. She collects detailed information when children first start about their preferences and care at home. She tailors routines to suit children. For example, when they say they are hungry, she encourages them to help themselves to food in their lunchbox. Children play outside each day in the fresh air and explore a range of interesting and suitable toys.

Outcomes for children require improvement

The weakness in assessment means children do not make good enough progress. Despite this, children are developing some key skills in readiness for the next stage in their learning, including school. Younger children babble, learn to walk and actively participate in care routines. Older children enjoy books and join in discussions about the pictures.

Setting details

Unique reference number	EY376830
Local authority	Northamptonshire
Inspection number	1087308
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	15 January 2014
Telephone number	

The childminder registered in 2008 and lives in Kings Sutton, near Banbury. She operates Monday to Thursday from 7.30am until 5.30pm, all year round, except for public and family holidays. The childminder holds an early years qualification at level 3.

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

