

Childminder Report

Inspection date

20 February 2018

Previous inspection date

4 February 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder lacks a secure knowledge of the requirement to notify Ofsted of changes to persons over 16 years living in the premises so that checks can be carried out to confirm their suitability.
- The childminder does not evaluate the provision rigorously enough to identify all areas that need to be developed and breaches in the requirements.
- The childminder misses some opportunities to develop children's early writing for different purposes, in readiness for school.

It has the following strengths

- The childminder plans a good variety of activities that reflects children's interests. Children are motivated and eager to learn. Overall, children make good developmental progress from their starting points.
- The childminder develops children's love of books. For example, she reads lots of age-appropriate books with the children and adapts her questions to feed their imaginations and to enhance their thinking skills. Children listen and respond positively.
- Partnerships with parents are strong. The childminder shares relevant information with parents to establish a consistent approach. Parents say that they are very happy with the way the childminder communicates with them and praise her warm approach.
- The childminder is developing positive partnerships with the teachers at the setting that children attend.
- The childminder checks her premises to minimise potential hazards in her home and for outings, to help keep children safe. Supervision of children is good.

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"> ■ gain a secure knowledge of the correct processes for notifying Ofsted, particularly so checks can be completed to establish the suitability of anyone aged 16 years and over living or working on the premises. | <p>06/03/2018</p> |
|---|-------------------|

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

- develop self-evaluation processes to help identify breaches of requirement and any other areas for improvement
- extend opportunities to fully develop children's early writing skills.

Inspection activities

- Ofsted carried out this inspection as a result of a risk assessment following information we received about the childminder.
- The inspector spoke to parents and read written feedback to obtain their views.
- The inspector looked at children's assessment records, planning documentation and policies, including safeguarding procedures and suitability checks.
- The inspector observed activities and interactions between the childminder and children, indoors and outdoors. She interacted with children at appropriate times.
- The inspector read the childminder's self-evaluation document, and examined how she evaluates her provision and targets areas for improvement.

Inspector

Marisol Hernandez-Garn

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder knows how to recognise and report any concerns about children's welfare to protect them. However, she has failed to notify Ofsted of changes about household members who have turned 16 years old in a timely manner. As a result, Ofsted cannot complete all required suitability checks. Despite this, the childminder knows to inform Ofsted of other events that might affect her suitability, including any changes to her physical and emotional health. The childminder attends training to support her professional development. For instance, following a course, she has increased her understanding of how to communicate with children in different ways. The childminder does not evaluate all aspects of the provision rigorously. Nonetheless, since the last inspection, she has reviewed the use of the outdoors to support children who prefer to learn in the natural environment.

Quality of teaching, learning and assessment is good

The childminder's observations and assessments of what children enjoy and can do are accurate. She makes good use of the information she collects about children's learning from the onset, to help identify their individual needs and stages of development. For example, when the childminder observed that children enjoyed playing with toy bears, she provided them with plenty of resources to support their imaginations and creativity. The childminder engaged with children successfully, which kept them motivated to learn. Children found that there were many toys and commented that they liked the, 'Beautiful pink shoes' to express their delight. The childminder supports children's language and listening skills effectively. For example, she engages children in meaningful conversations and introduces new words, such as 'enormous' to help extend their vocabulary. The childminder uses her strong skills to develop children's early reading and counting skills.

Personal development, behaviour and welfare require improvement

The weakness in leadership and management do not assure children's welfare sufficiently. Nevertheless, children learn to behave well. For example, they understand the boundaries and interact positively with others. Children use kind words, such as 'thank you' and show respect for their toys. The childminder gives children plenty of praise and encouragement for their efforts, supporting their self-esteem and confidence. Children learn about dangers and how to keep themselves safe, such as during play and planned outings.

Outcomes for children are good

Children, including those who are new to the setting, are happy, secure and independent. They develop strong social and physical skills and have a positive attitude to learning. For instance, children enjoy moulding dough into different shapes using a variety of tools, developing their understanding of size and capacity. They are confident in expressing their feelings, thoughts and ideas. Overall, children learn good skills for the next stage of their learning and eventual move to school.

Setting details

Unique reference number	EY398852
Local authority	Wandsworth
Inspection number	1108117
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 4
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	4 February 2015
Telephone number	

The childminder registered in 2009. She lives in the London Borough of Wandsworth. The childminder offers her service from 7.30am to 5.45pm, Monday to Thursday, all year round. She holds a diploma in homebased childcare 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

