

Childminder Report

Inspection date

14 May 2018

Previous inspection date

7 April 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 | | 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 keep a daily record of the hours of children's attendance, as required.
- The childminder's observations of children's learning and development are not used well enough to monitor their ongoing progress effectively or to help the childminder offer the right level of challenge during activities. This does not help children to make the best possible progress.
- The childminder does not use professional development effectively to drive improvements in her practice.

It has the following strengths

- Children form close bonds with the childminder and each other. This has a positive effect on their well-being. They demonstrate that they feel happy, comfortable and at home in the setting.
- The childminder maintains the areas used for childcare to a good standard. She puts effective hygiene arrangements in place to help prevent the spread of infection.
- The childminder gives children opportunities to discover the local environment during their regular walks and outings. This helps them to develop their knowledge of the world around them while benefitting from fresh air and exercise.

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 |
|--|------------|
| ■ keep a daily record of the names of children being cared for on the premises and their hours of attendance | 15/06/2018 |
| ■ ensure that information gained from observations is accurately used to assess and monitor each child's ongoing levels of achievement and to plan challenging and enjoyable learning experiences to help children make good progress. | 15/06/2018 |

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

- focus more sharply on professional development to help raise the quality of teaching and improve outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of the childminder.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Lindsey Pollock

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder understands her responsibility to keep children safe and the procedures to follow to protect them from harm. Most documentation is kept appropriately. However, the childminder does not keep a daily record of children's attendance to help safeguard children further. Since her last inspection, the childminder has not used professional development effectively to help drive improvement and raise children's achievements. The childminder consults with parents and children when evaluating her provision. Parents speak positively of the care their children receive and older children indicate that they like going to the childminder. For example, they say 'she takes care of us really well' and 'she takes us on lots of outings'.

Quality of teaching, learning and assessment requires improvement

The childminder carries out some observations and assessments of children's progress. However, these are not used to clearly monitor children's progress so that next steps for children's learning or emerging gaps in their development are identified. This also means that the childminder does not always target activities well enough to build further on what children already know and can do. That said, the childminder provides children with a range of interesting play opportunities that they enjoy. She uses community facilities, such as toddler groups to build children's social skills. She interacts well with children and supports their language development. For example, she asks them questions and introduces new words as she engages in role play with them. She encourages their responses as they look at pictures in books together. The childminder passes on information about children's learning to parents and has established positive partnerships with the other settings that children attend.

Personal development, behaviour and welfare require improvement

There are weaknesses in leadership and management regarding the childminder's record keeping that impact on the quality of the provision for children's welfare. That said, the childminder is warm and caring and welcomes children into her home. Children behave well and are starting to understand the importance of sharing and taking turns. They enjoy doing activities together, such as role play and sit side-by-side companionably as they read books. The childminder teaches children how to keep themselves safe. For example, she talks to them about what to do before crossing roads and explains why they must sit still at the table.

Outcomes for children require improvement

Children are confident and eager to learn. However, the lack of close monitoring of their development means they are not supported to make the best progress possible while in the childminder's care. Despite this, children do learn some skills they will need for the next stage in their learning. For example, they manage simple tasks for themselves and know when it is appropriate to listen. They are able to sustain their interest for periods of time relative to their age during child-initiated activities.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | 321662 |
| Local authority | Hartlepool |
| Inspection number | 1090933 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 12 |
| Total number of places | 6 |
| Number of children on roll | 5 |
| Name of registered person | |
| Date of previous inspection | 7 April 2015 |
| Telephone number | |

The childminder registered in 2013 and lives in Hartlepool. She operates all year round from 7am to 6pm, Monday to Friday, except for family holidays. The childminder has a level 3 childcare qualification. She provides funded early education for three- and four-year-old children.

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

