

Childminder Report

Inspection date

15 May 2018

Previous inspection date

30 July 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The childminder does not take appropriate measures to promote children's good health. Some areas of the childminder's home used regularly by children are dirty. The childminder does not consistently support children to develop good hygiene routines.
- Children's needs are not consistently met. Younger children are not supervised when they eat snack. They have few opportunities for meaningful interactions to help them build bonds with the childminder.
- The childminder's teaching is poor. Activities provided lack planning and offer little challenge to support children's next steps in learning. Children do not have good opportunities to learn new skills. Outcomes for children are weak.
- The childminder does not provide a wide range of resources to stimulate and engage children. They quickly become bored, often resulting in unruly behaviour which is not challenged or addressed.
- The childminder does not make the best use of self-evaluation to identify areas for improvement and identify weaknesses in practice.

It has the following strengths

- The childminder has a warm approach and is friendly. Children enjoy spending time in her care.

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 the premises are clean and suitable for the purposes of childcare	22/05/2018
■ ensure all children's needs are consistently met	22/05/2018
■ extend the range of rich and varied learning experiences for children to ensure they are fully occupied and engaged	15/08/2018
■ improve opportunities for children to engage in meaningful play of their own choice	15/08/2018
■ ensure children's behaviour is consistently managed.	15/06/2018

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

- improve the use of self-evaluation to identify areas to improve skills and knowledge and areas of provision to develop further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors 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 persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written and verbal feedback provided.

Inspector
Gail Warnes

Inspection findings

Effectiveness of the leadership and management is inadequate

The childminder does not evaluate her provision and significant weaknesses in practice and care have not been identified. The areas children access in the childminder's house are not clean enough to help promote children's good health. There are dirty marks on the patio door frame which children touch as they climb in and out to access the outdoor area. The floors are not swept and clean. The childminder is not consistent in encouraging children to wash their hands before they eat. For instance, at snack time children did not wash their hands and were asked to sit on the floor to eat their food. Nevertheless, the childminder knows how to recognise the typical signs and symptoms of abuse in children. She knows what to do should she have any concerns about a child's welfare. Safeguarding is effective.

Quality of teaching, learning and assessment is inadequate

The quality of teaching is poor. The childminder interacts with children as they play. However, these interactions are basic and not purposeful to extend any learning taking place. Activities are not well planned. Children are left waiting for what they need for craft activities for a long time. They quickly lose interest and move away. For example, the childminder is occupied with cutting shapes for the activity. She does not supervise the children or provide purposeful activity to engage them in meaningful play. She overlooks the opportunity for children to develop their skills, such as cutting the shapes for themselves. Children have few resources available to them to enable them to develop their own play. This often results in children wandering around aimlessly. Parents are positive about the childminder. They receive information about their child's day.

Personal development, behaviour and welfare are inadequate

The environment is busy and at times chaotic. Children are not consistently supported to understand behavioural expectations and are not engaged in purposeful activity. They become loud and at times disruptive, sometimes resulting in damage to books and toys. Children are not consistently well supported to share and take turns. A lack of sufficient resources for the children to participate in a painting activity resulted in some children snatching brushes from others. This chaotic environment sometimes has an impact on meeting the needs of the youngest children. On the day of inspection, a young child, on waking from a nap, was placed in a high chair to eat snack unsupervised with no further interaction from the childminder for thirty minutes. This significantly reduces the opportunity for children to build good levels of self-esteem and to establish good bonds with the childminder.

Outcomes for children are inadequate

Overall, outcomes for children are poor. Children are not supported to make good enough progress or to gain skills to support the next stage in learning. However, children are confident to approach visitors and build some independence in their play. Children enjoy looking at books. They count the number of children present on the day.

Setting details

Unique reference number	223095
Local authority	Cambridgeshire
Inspection number	1135494
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	30 July 2014
Telephone number	

The childminder registered in 2000. She operates all year round from 7am to 6pm from Monday to Friday, except bank holidays and family holidays. The childminder works with a co-childminder. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate 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.

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