

Childminder Report

Inspection date	20 June 2018
Previous inspection date	22 August 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		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 and her assistants do not have a secure understanding of the 'Prevent' duty and, therefore, they are not fully aware of the signs that may suggest children and their families are potentially at risk from extreme views and ideas.
- The childminder does not provide the appropriate support for her assistants. She does not evaluate their practice to focus on ways to improve practice and outcomes for children.
- The childminder fails to assess children's progress effectively or provide activities that meet children's individual learning needs. Children do not make adequate progress from their starting points.
- The childminder has not developed her knowledge and understanding of good teaching practice. She does not evaluate her setting regularly or review her practice to strengthen her provision and promote continuous improvement. Breaches of requirements compromise children's welfare and their ability to learn well.

It has the following strengths

- Daily conversations with parents help to provide continuity of care for children. Parents are complimentary about the childminder and the service that she provides.

What the setting needs to do to improve further

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

	Due Date
■ develop a secure knowledge of the 'Prevent' duty guidance, to protect children who may be at risk of extremist ideas and behaviour	04/07/2018
■ provide effective supervision and coaching to support the assistants in their ongoing professional development, to safeguard children and meet their learning and development needs well	04/07/2018
■ take action to develop a secure knowledge of all aspects of the learning and development requirements, to improve outcomes for children	04/07/2018
■ use assessment to accurately identify where children are in their development and target any gaps in their learning	04/07/2018
■ plan and provide challenging activities that focus on children's most relevant next steps in learning.	04/07/2018

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 held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household and working on the premises.
- The inspector spoke to children and the childminder's assistants at appropriate times throughout the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Tina Garner

Inspection findings

Effectiveness of the leadership and management is inadequate

The childminder does not have a secure knowledge of the requirements of the early years foundation stage. She has not thought carefully about her own practice, or that of her assistants, and where she might need to make improvements. As a result, there are breaches of legal requirements. Children's learning and development are not effectively promoted. Arrangements for safeguarding are ineffective. The childminder and her assistants do not have a secure knowledge and understanding of the signs that may indicate a child and their family are at risk of being exposed to extreme views and ideas. These weaknesses compromise children's safety and welfare. The childminder has an adequate knowledge of procedures to follow in the event of a child protection concern.

Quality of teaching, learning and assessment is inadequate

Weaknesses in teaching and assessment have a significant impact on children's learning and development. The childminder does not fully understand how to assess children's progress to precisely identify their stage of development or gaps in their learning. Although she carries out some observations of children as they play, she is not sufficiently aware of the expected levels of development for their ages. Consideration is not given to what each child needs to achieve and planned activities do not meet children's learning needs. For example, during a sensory activity, the childminder focuses on trying to teach children letters, colours and shapes, rather than supporting them in their listening, attention and language skills. Consequently, these children do not make the progress they should. The childminder maintains communication with parents. She ensures that parents receive daily feedback about children's routines and daily experiences.

Personal development, behaviour and welfare are inadequate

Children's welfare is not adequately protected. The childminder and her assistants do not consistently encourage children's abilities. Older children become distracted as the childminder reads them stories which do not take account of their ages or capabilities. Children who are less confident are not consistently supported to develop their personal and social skills. Nonetheless, children behave well. They are generally happy and form appropriate attachments with the childminder and her assistants. The childminder has flexible settling-in procedures, which she agrees with parents. This appropriately supports children's transition from home to her care. The childminder provides children with healthy snacks, and offers drinks regularly to support their physical health.

Outcomes for children are inadequate

Children do not make the progress they are capable of because teaching does not focus on their individual needs and next steps for learning. Children who speak English as an additional language do not progress well enough in their communication and language skills. Some older children lack confidence and play alone, while other children do not yet recognise and learn how to manage their own toileting needs. Children show some curiosity and eagerness to explore their environment. They develop their physical skills, for example, as they use small tools, and learn to feed themselves at mealtimes. Children

do not gain the skills they need to prepare them well for school and for their future learning.

Setting details

Unique reference number	EY384703
Local authority	Essex
Inspection number	1104877
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 7
Total number of places	12
Number of children on roll	16
Name of registered person	
Date of previous inspection	22 August 2014
Telephone number	

The childminder registered in 2010 and lives in Southend-on-Sea, Essex. She operates all year round, from 7am to 6pm from Monday to Friday, except bank holidays and family holidays. The childminder works with two assistants.

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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