

# Childminder report

<b>Inspection date</b>	9 October 2018
Previous inspection date	8 October 2015

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

## Summary of key findings for parents

### **The provision requires improvement. It is not yet good because:**

- The childminder lacks an understanding of the requirement to carry out a progress check for children at age two years, and has failed to do so. She does not provide parents with the required written summary to work more effectively together.
- The childminder's practices do not provide children with good opportunities to develop their independence and practise their self-help skills and to help prepare them for school.

### **It has the following strengths**

- The childminder provides a caring, stimulating and welcoming environment, where children have formed warm relationships with her.
- The childminder promotes equality and diversity through the experiences and activities she provides. For example, children enjoy listening to stories to help them learn to respect and celebrate each other's differences.
- The childminder promotes children's mathematical development well. For example, she provides a range of activities for children to solve problems, count and recognise numbers.
- The childminder uses positive strategies to manage children's behaviour. She gently reminds children about 'house rules'. Children learn to share and be kind to one another.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all parents receive a short written summary of their child's development between the ages of two and three years.	01/11/2018

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

- improve opportunities for children to practise skills that promote independence in managing their own self-help skills.

### Inspection activities

- The inspector had a tour of the premises used for childminding.
- The inspector talked with children and the childminder at appropriate times. She reviewed an activity with the childminder.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector viewed written feedback from parents and took account of their views.
- The inspector viewed evidence of suitability for the childminder. She discussed the childminder's self-evaluation information and viewed a range of documentation, including the childminder's paediatric first-aid certificate and public liability insurance.

### Inspector

Jane Morgan

## Inspection findings

### Effectiveness of leadership and management requires improvement

Safeguarding is effective. The childminder keeps her safeguarding and child protection knowledge up to date. She knows what to do if she has a concern about a child's safety and the local reporting procedures to follow. Overall, the childminder reflects on her practice. She has good links with other childminders to share ideas and discuss childcare matters to help develop her knowledge and skills further. The childminder is not fully aware of the early years foundation stage requirement to assess children's progress at the age of two and to share a summary with parents. Although this breach does not have a significant impact on children's learning and development, it means she does not effectively work in partnership with parents. Some of the childminder's practices do not successfully enable older children to learn to be independent.

### Quality of teaching, learning and assessment requires improvement

The childminder monitors and assesses children's learning. She takes account of children's individual interests, what they know and can do when planning for their next steps. For instance, older children practise counting and subtracting as they sing animal number rhymes, and they recognise numbers as they play a fishing game with the childminder. The childminder explores ideas, explains, and demonstrates as she reads books with children. She supports children's learning generally well. However, she does not fully engage with parents to review their children's progress promptly. The childminder does not consistently use age-appropriate equipment and resources so that children learn to do things for themselves.

### Personal development, behaviour and welfare are good

Children feel safe and secure in the childminder's care. They behave well, are very happy and emotionally secure. The childminder promotes children's healthy lifestyles well. For instance, children enjoy learning about healthy food as they look at different types of vegetables together. The childminder talks about 'recycling' and 'compost' to help children begin to learn about taking care of the environment. She provides home-cooked healthy, nutritional meals. For example, children thoroughly enjoy lentil lasagne followed by fresh fruit. Children enjoy regular opportunities to exercise and develop their social skills. The childminder takes children on regular trips to parks, the local library, and stay-and-play sessions, where children learn about their community and the lives of others.

### Outcomes for children require improvement

Overall, children make some good progress in some aspects of their learning and development. They gain some skills they need for their next stage of learning. However, older children do not receive age-appropriate support and challenge to promote their self-help skills, particularly during mealtimes, as part of their development. Children show good levels of concentration and creativity in their chosen activities. For example, older children persevere as they complete a puzzle and younger children play imaginatively with small-world resources. Older children sound out letter sounds and recognise some familiar letters of the alphabet. Younger children practise speech sounds, use sounds in their play and begin to use single words.

## Setting details

<b>Unique reference number</b>	EY424792
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10060146
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	8 October 2015

The childminder registered in 2011. She lives in Orpington, in the London Borough of Bromley. She offers childcare Tuesday to Thursday from 7.30am until 6.30pm, for most of the year. The childminder has an appropriate childcare qualification.

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.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

