

# Childminder report

<b>Inspection date</b>	30 October 2018
Previous inspection date	9 November 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		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

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

- The childminder does not focus professional development for herself and her assistant to maintain an up-to-date knowledge of wider safeguarding issues.
- The childminder does not ensure that the daily attendance record includes all of the children that she cares for and their hours of attendance.
- The childminder does not make the most of opportunities to build children's awareness of how to keep themselves safe.

### It has the following strengths

- The childminder builds close relationships with children. She spends time getting to know them during a gradual settling-in process. The childminder assesses children's development appropriately and plans a variety of activities that support their future learning.
- Partnerships with parents are effective. Parents speak positively about the care their children receive. The childminder encourages parents to share information about their children's learning at home.
- Children play in a well-planned environment. Resources are freely available and are stored at low-level and easily accessible.
- The childminder gathers the views and comments of parents. She uses their feedback to help her to reflect on the service she provides.
- Children have many opportunities to meet with other familiar adults and children. They regularly meet with another childminder and the children she cares for, which supports children's social development well.

## 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 appropriate professional development is undertaken to improve knowledge and understanding of wider safeguarding issues and to raise the quality of practice	01/02/2019
maintain a daily record of the names of the children being cared for on the premises and their hours of attendance.	05/11/2018

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

- make the most of planned and spontaneous opportunities to enhance children's awareness of their own safety and how to keep themselves safe.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector evaluated an activity with the childminder.
- The inspector looked at documentation required for the efficient running of the childminder's provision.
- The inspector took account of the written views of parents.

### Inspector

Tracey Boland

## Inspection findings

### Effectiveness of leadership and management requires improvement

The childminder does not ensure that she maintains required records of attendance for all children she and her assistant care for each day. While records reflect the times of arrival and departure of the younger children, they do not include the times she cares for the older children. The childminder liaises with other early years settings that children attend and shares relevant information with them to support children's progress. The childminder works with an assistant. However, the childminder does not take steps to ensure that she and her assistant keep their knowledge up to date in relation to the wider aspects of safeguarding and current guidance. Even so, the childminder knows the signs of harm and neglect. She understands the referral process should she have a concern about a child in her care. The childminder takes steps to ensure that she maintains the required adult-to-child ratios. Arrangements for safeguarding are effective.

### Quality of teaching, learning and assessment is good

The childminder knows the children well and uses this knowledge to plan exciting activities that engage them and motivate them to learn. She tracks their learning and development and works with parents and other professionals to support and encourage children to make good progress. Children enjoy re-enacting familiar experiences in their role play, such as making pretend drinks for dolls. The childminder encourages the children to talk about what they are doing, which supports their language and communication skills well. Children are very creative. They access a good variety of resources and show high levels of concentration while creating their own pictures. For example, they make their own bonfire pictures adding materials such as sequins and pipe cleaners, and draw fireworks using different coloured chalks. Younger children spend time completing simple puzzles and ask for support from the childminder as needed. Older children enjoy looking at books and they talk to each other about what they can see.

### Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management mean that children's well-being cannot be fully assured. That said, their care needs are well-known and addressed throughout the day. Children understand the importance of good hygiene, such as washing their hands at appropriate times and covering their mouths when coughing. They enjoy fresh air and exercise. Children spend time outdoors being physically active. The childminder ensures children are safe on trips to school. However, she does not make the most of opportunities to build further on children's understanding of their own safety, such as being safe near fire, as they create pretend bonfires with art and craft materials.

### Outcomes for children are good

Children make good progress from their individual starting points. Younger children enjoy exploring different textures. They show high levels of concentration as they empty and refill containers with different materials. Older children confidently identify different colours and recognise shapes that they create while drawing. They develop the essential skills they need to support them for their move on to school.

## Setting details

<b>Unique reference number</b>	504839
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10062264
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	9 November 2015

The childminder registered in 1980 and lives in Binley, Coventry. She operates all year round, from 7am to 5.30pm from Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant.

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)

