

# Childminder report

<b>Inspection date</b>	5 December 2018
Previous inspection date	11 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Met	
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

### **This is a provision that requires improvement**

- The childminder does not have a good enough understanding of what each child needs to learn next. Her systems for observation and assessment are not fully effective. She does not gather detailed enough information from parents about their children's development when they first start.
- The childminder does not make the most of every opportunity to include and engage the younger, quieter children in all activities.
- The childminder does not make the best possible use of opportunities to support young children's language development. This is sometimes hindered because the childminder has the television on all the time when children are present.
- The childminder does not use effective methods to reflect on and evaluate the service she is providing. She has not identified weaknesses in assessment and planning of activities.

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

- The childminder has a caring approach towards the children. Children form close attachments with the childminder. They demonstrate they feel safe and secure in her company. The childminder meets children's emotional needs well.
- The childminder talks to parents about their child's day with her and their achievements. Parents comments are very positive about the support they receive from the childminder and how happy their child is at the childminder's home.

## 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
implement robust systems to regularly observe and assess children's learning, to monitor their progress and effectively identify areas where they need most support.	31/01/2019

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

- gather more detailed information about children's development upon entry from their parents to form a starting point
- encourage the younger children to become involved and fully engaged in the available activities
- manage the noise levels in the home, so that children's communication and language development is supported more effectively
- use self-evaluation effectively to identify any weaknesses, including breaches in requirements, and take action to improve the quality of the setting.

### Inspection activities

- The inspector observed activities and the childminder's interactions with the children.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector checked and discussed the evidence of suitability of all adults living or working on the premises, and checked the qualifications of the childminder.
- The inspector took into account the views of parents from information gathered by the childminder.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures and the childminder's written policies and procedures.

### Inspector

Hilary Tierney

## Inspection findings

### Effectiveness of leadership and management requires improvement

Safeguarding is effective. The childminder has a sufficient knowledge about the procedures she will follow should she have any concerns about children's welfare. She is clear about where to find the relevant contact numbers should she require them. The childminder has a suitable awareness regarding the importance of recording children's non-attendance. The childminder has effective procedures to ensure children are safe in her home. For example, she keeps the front door locked at all times when children are present and ensures any visitors to the premises are clearly recorded. The childminder has attended training to help increase her professional development, such as language and communication in early years. However, she is not using her knowledge effectively enough to improve outcomes for children. The childminder has not developed effective methods to evaluate her practice. She has not identified that there is a weakness in her knowledge of how to complete detailed and effective observations and assessments on children's development.

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

Generally, the childminder supports most children's communication and language skills well. However, due to the constant background noise, some younger children do not respond to the childminder as quickly as they might, and the childminder has to repeat what she says. The childminder does not obtain information from parents, about what a child can do or what they know before the child starts with her. Although she does carry out basic observations and assessments, she is not able to clearly identify the individual next steps for each child or gaps in their learning. This means that even though children enjoy the activities, they are not always sufficiently challenged further. For example, older children play with dough, but the childminder fails to include the younger child to help support their exploration of different textures and materials.

### Personal development, behaviour and welfare are good

Children are confident and have good levels of self-esteem. The childminder supports children well in their understanding of good personal hygiene practices. For example, she encourages them to wash their hands before eating and helps the youngest children with this task. The childminder is a good role model. Children see her washing her hands after wiping their noses and before getting their food ready. Children are well behaved. They understand the boundaries within the home, such as taking their shoes off before starting to play. Children are able to make their own choices about their play as they independently select resources. Children benefit from outings around the local area and enjoy the walks to school. They understand the importance of fresh air and exercise.

### Outcomes for children require improvement

Children make some progress from their starting points. However, due to a weakness in assessment and planning children do not make the progress they are capable of. Children achieve some skills they need to support their next stages in learning and eventual move to school. For example, children enjoy role play, exploring textures as they play with dough and looking at books.

## Setting details

<b>Unique reference number</b>	101157
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10083609
<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>	11 June 2014

The childminder registered in 1984. She lives in the Wymans Brook area of Cheltenham. Her core hours of work are Monday to Friday from 7am to 6pm, all year round.

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)

