

Childminder report

Inspection date	17 December 2018
Previous inspection date	28 July 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- The childminder does not consistently record comprehensive information about children when they start. This does not ensure that all required information about the child is available to the childminder if needed.
- The childminder's safeguarding policy does not include the Local Safeguarding Children Board (LSCB) procedures.
- The childminder's assessment of children's progress is not consistently precise or accurate. This prevents the childminder from having a good overview of the gaps in children's learning that need to be closed.
- The childminder has not given sufficient priority to improving her professional development to improve her overall practice. There are weaknesses in the delivery of the early years foundation stage curriculum.

It has the following strengths

- Children are settled and happy in the childminder's care. She knows the children's routines and ensures that she is close to the children to offer them reassurance as and when needed.
- The childminder works in close partnership with parents to meet the emotional well-being of children and their families. Positive comments from parents indicate that they are happy with the service provided.

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 that a record of all required information is consistently held for each child when they start, such as who has parental responsibility and emergency contact details	21/01/2019
review the safeguarding policy to ensure that it is in line with the guidance and procedures of the Local Safeguarding Children Board.	21/01/2019

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

- ensure that assessments are accurate, up to date and used effectively to identify meaningful next steps in children's learning
- improve professional development and focus on enhancing teaching skills to help promote outcomes for all children at a higher level.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning. She jointly evaluated the quality of teaching with the childminder.
- The inspector observed interactions between the childminder and children present. She spoke with the children at appropriate times during the inspection.
- The inspector held discussions with the childminder. She looked at relevant documentation, and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents spoken to at time of the inspection.

Inspector
Lesley Bott

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder's policy is not detailed enough to meet the requirements of the Childcare Register. The policy does not include the LSCB procedures. As a result, parents and carers do not have this information to hand. Despite this, the arrangements for safeguarding are effective. The childminder attends all mandatory training to ensure her knowledge is up to date. She is aware of the procedures in place and what to do should she have a concern about a child in her care. The childminder has attended some training since the last inspection. However, she has put less focus on working to improve the quality of the teaching and learning for children. This has a direct impact on the teaching children receive. Partnerships with other settings children attend are in place. The childminder shares information with other settings to ensure continuity in children's development.

Quality of teaching, learning and assessment requires improvement

The childminder carries out observations of the children. However, the information gained from the observations is not effective to identify accurate next steps in the children's learning. Systems currently used to monitor gaps in the children's achievements do not show clearly the progress children are making. As a result, this has a negative impact on the delivery of activities for the children. Planned activities are not consistently targeted to help individual children move forward in their development. Children enjoy some activities on offer. For example, younger children decorate the hook-and-loop fastener Christmas tree. They confidently pass the decorations from one hand to another before pressing them back onto the tree. The childminder promotes children's mathematical understanding. Children reinforce their understanding of colours and shapes as they attempt to post the different shapes into the shape sorter.

Personal development, behaviour and welfare require improvement

The childminder does not always ensure that required information is gathered from parents prior to children attending their settling-in sessions. As a result, she initially does not hold all the necessary information on children to meet the requirements. Children do not have consistent opportunities to initiate their own play. They are not always able to use all resources and some they did not have access to. Despite this, children are happy and content in the childminder's care. Children behave well. The childminder is consistent in her approach and children learn to share and take turns with resources. Younger children have opportunities to play and interact with others of a similar age. Children regularly attend community play sessions and story time at the local library. This helps to develop children's socialisation skills as they regularly mix with other children and adults.

Outcomes for children require improvement

The weaknesses in teaching mean that children do not make consistently good progress. However, children do acquire the basic skills that they need in readiness for school. Children show motivation to learn. They use number names in their play and experiment with different painting techniques to create colourful pictures.

Setting details

Unique reference number	251925
Local authority	Wolverhampton
Inspection number	10083232
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	28 July 2014

The childminder registered in 1993 and lives in Penn, Wolverhampton. She works Monday to Friday from 7.30am to 6pm, all year round, except for bank holidays and family holidays. The childminder receives funding to provide free early education for two-year-old children.

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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