

# Childminder report

<b>Inspection date</b>	22 January 2019
Previous inspection date	6 June 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Inadequate</b> Good	<b>4</b> 2
Effectiveness of 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 does not take adequate steps to ensure that information about children, including photographs, is stored securely. This presents a risk to children's safety and welfare.
- The childminder does not have a clear enough understanding of information that she must share with Ofsted. For example, she is unsure if she would need to inform Ofsted if a complaint was made about her conduct which could affect her suitability.
- The childminder has not established effective two-way flows of information with parents and staff at pre-schools or nurseries that children also attend. This impacts on her ability to tailor her care and teaching to children's individual needs effectively.
- The childminder does not monitor children's progress well or plan for their individual learning effectively. She does not provide children with good enough levels of individual challenge or support to help them make the progress of which they are capable.
- The childminder does not make accurate reviews of her provision. She has not clearly identified or addressed the weaknesses in practice or breaches in requirements.

### It has the following strengths

- There are warm attachments between the children and the childminder. Children show that they feel comfortable in the childminder's care. They respond well to her calm and kind manner.
- The childminder promotes children's good health in a suitable manner. For example, she ensures that children have daily fresh air and plenty of rest and sleep.

## 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
obtain a thorough understanding of all safeguarding matters and ensure that all confidential information and images of children are stored safely, to help keep children safe from harm	01/02/2019
develop an accurate understanding of events and changes in circumstances that must be notified to Ofsted	01/02/2019
establish an effective two-way flow of information with parents and other settings that children also attend so that children's needs can be met well	01/03/2019
improve the overall quality of teaching so that all children receive the challenge and support they need to make good progress	20/03/2019
assess and monitor children's progress accurately to identify any gaps in learning, establish what each child needs to learn next and plan for their individual development needs.	20/03/2019

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

- review practice effectively to identify and address weaknesses and improve the overall quality of the provision.

### Inspection activities

- The inspector observed the childminder and children in the childminder's home.
- The inspector discussed the learning that was taking place with the childminder.
- The inspector saw the parts of the childminder's home that she uses when looking after children and discussed her understanding of risk assessment and safeguarding.
- The inspector looked at documentation, including the childminder's qualifications and children's records.
- The inspector took account of the views of children and parents.

**Inspector**  
Sarah Holley

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The childminder does not follow her policy regarding the safe storage of photographs and other confidential information. For example, she has not considered the risk of storing photographs of children and other information on an unsecured mobile phone. However, other aspects of her safeguarding knowledge are more secure. For example, she knows how to raise concerns that a child may be at risk of harm or neglect. The childminder does not regularly evaluate what she does in order to make improvements and ensure she continues to meet the requirements of her registration. For example, she has not identified that she does not have a clear understanding of events or changes that she must notify to Ofsted. Parents speak warmly of the childminder. They report that their children enjoy spending time with her. However, the childminder does not build on these warm relationships effectively to find out about children's routines and progress from elsewhere. For example, she is unsure if some children also attend other settings. The weaknesses in assessments mean that the childminder is not able to share regular, accurate information with parents about their child's ongoing progress so that parents can continue to build on learning at home. However, she does complete and share the required progress check when children are aged two years. The childminder recognises that there has been a decline in the quality of her provision since the last inspection and that she has not made good use of professional development opportunities to maintain standards.

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

The childminder does not make effective assessments about each child's progress. She does not have a detailed understanding of their current stage of development. Therefore, she is not able to plan learning experiences that meet their individual needs. Although the childminder provides a range of suitable resources for children to use, she does not plan how she will use these to help children learn. For example, she knows that some children like to play with toy cars but does not know how to build on this interest to help children develop new skills. Children respond by pushing cars up and down before losing interest. During the inspection, the childminder put on music for children to sing and dance to, but did not recognise when some children wanted to explore the sounds that musical instruments make instead. Children quickly stopped joining in and moved away. Children asked her to read stories, but she was not able to sustain their interest to the end of the short book. There are times when children focus more effectively on activities. For example, older children enjoyed playing with dough. The childminder encouraged them to explore the different textures and use their imagination to make different models.

### Personal development, behaviour and welfare are inadequate

The childminder's poor practice and breaches of requirements compromise children's welfare and safety. The lack of focused planning for each child's individual learning results in children who, although generally happy, do not focus for long on the play experiences on offer. Often, they quickly lose interest in what they are doing. They are not developing the skills of independent and inquisitive learners. However, the childminder is patient and kind. She settles younger children to sleep and offers lots of

cuddles and reassurance when they wake up. Children are confident to ask for resources and to approach the childminder for help when needed. The childminder supervises children closely during the day. She helps children to meet some of their own personal care needs. For example, they learn to wash their hands before eating.

### **Outcomes for children are inadequate**

Children do not make good enough progress during their time with the childminder. The weaknesses in assessment and teaching mean that much of the progress they make cannot be attributed to the childminder. Children are not finding out that learning can be challenging and exciting. However, they are developing some age-appropriate skills. For example, younger children learn to walk and develop their hand-to-eye coordination as they find out how toys work. Older children gain some understanding of their own and other cultures.

## Setting details

<b>Unique reference number</b>	133563
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10065500
<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 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	6 June 2016

The childminder registered in 1992 and lives in Banbury, Oxfordshire. She operates Monday to Friday from 8am 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.

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