

Childminder report

Inspection date	4 February 2019
Previous inspection date	7 August 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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 plan or provide younger children with challenging activities or experiences. As a result, younger children do not make good progress in their learning and development.
- The quality of teaching is variable. The childminder does not make the best of his interactions to help younger children to follow their own ideas and to think for themselves.

It has the following strengths

- The childminder has made improvements since the last inspection. For example, children's health and safety is suitably promoted. Children are cared for by adults whose suitability has been checked by Ofsted.
- The childminder interacts well with older children. He encourages them to make decisions and to choose how to do things. Older children demonstrate high levels of energy and have fun.
- All children enjoy being active. They behave well as they take turns and cooperate with each other while playing interactive games, such as throwing and catching beanbags.
- The childminder builds strong relationships with parents and other professionals, such as school teachers. He discusses the progress children make and where children need help. Consequently, children enjoy consistency in their learning and development.

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
plan challenging activities for younger children to help them to make good progress in their learning and development	08/03/2019
improve the interactions with younger children to help them to follow their own ideas and to think for themselves.	08/03/2019

Inspection activities

- The inspector observed the quality of teaching during activities indoors. She assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children at convenient times during the inspection.
- The inspector checked evidence of the childminder's training and suitability. She looked at relevant documents and checked the suitability of all adults living and working in the childminder's home.
- The inspector took account of the views of parents from their written comments provided by the childminder.

Inspector
Dianne Adams

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder shows a commitment to developing his practice. He identifies the weaknesses in his teaching and younger children's outcomes. However, the childminder has not taken swift enough action to drive improvement. This means that the quality of teaching and learning, between older and younger children, is not consistent.

Safeguarding is effective. The childminder completes training in child protection to update his knowledge. He knows what he must do if he considers that a child may be at risk of harm from extreme behaviours and views. The childminder identifies and minimises risks within the home. He makes sure that the areas used to prepare and store food are clean. This helps to keep children safe. As part of his self-evaluation, the childminder seeks the views of children and parents. Children say that they like eating noodles and drawing. Parents comment positively on the home-from-home environment.

Quality of teaching, learning and assessment requires improvement

The childminder is well qualified. However, the quality of teaching and learning for younger children is not good. The childminder does not interact well with younger children or adapt activities to meet their changing interests. For example, the childminder decides which storybooks to read to younger children. He does not read the story they select for themselves. As a result, children are not challenged and lose interest. In contrast, the childminder engages well with older children. He encourages them to choose what toys to play with and he follows their ideas. For example, children decided to throw beanbags into the mouth of a cardboard snowman.

Personal development, behaviour and welfare require improvement

Younger children are not always motivated to think for themselves or to follow their own ideas. For example, the childminder asks younger children questions without expecting an answer. At times, he quickly provides younger children with his own suggestions. That said, the childminder helps all children to lead a healthy lifestyle. The childminder and parents provide children with healthy and nutritious food at mealtimes. Children enjoy regular drinks throughout the day. Children are learning to be independent. They take themselves to the toilet and put on their coats to go outdoors. Children are learning to keep themselves and others safe. For example, they sweep up dried rice spilt on the floor.

Outcomes for children require improvement

Weaknesses in teaching and learning mean that younger children are not prepared well for the next stage in their learning and for school, when the time comes. That said, younger children do enjoy being creative. They use their imagination while pretending to cook lunch, using a toy kitchen. Younger children develop their physical skills as they fill and empty containers with dried rice. Older children develop their mathematical skills as they count the number of beanbags and divide them between the number of children present. Older children develop their early reading skills. They confidently read simple stories out loud to their friends.

Setting details

Unique reference number	959719
Local authority	Leicestershire
Inspection number	10078787
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	7 August 2018

The childminder registered in 1999. He works with his wife, who is also a registered childminder. They live in Earl Shilton, Leicestershire. The childminder operates all year round, from 7.30am to 7pm from Monday to Friday, except for bank holidays and family holidays. The childminder has an appropriate early years qualification at level 5.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at 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.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

