

Childminder report

Inspection date	5 February 2019
Previous inspection date	9 September 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	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 quality of teaching is weak. The childminder does not use detailed observation of what children can do to plan meaningful experiences to support their development and future learning effectively. For example, she does not use younger children's interests to include them in the planned dough activity. As a result, children are disinterested and the childminder misses the opportunities to support their play.
- The childminder does not make regular and accurate assessments of children's learning, or monitor their progress from their individual starting points. As a result, the childminder does not have sufficient understanding of children's next steps in learning, to ensure they make the progress of which they are capable.
- The childminder does not have high expectations for the children or understand how to support their learning and personal development. She does not prepare children well for school, for instance, to support their communication and language skills. She misses many opportunities to demonstrate language to younger children and to question older children to extend their thinking.
- The childminder does not work effectively with parents to gather essential information to help promote continuity in their children's learning and development. She fails to obtain information from parents about children's developmental starting points or their learning at home, to better support her planning of challenging experiences.
- The childminder does not use evaluation effectively to identify weaknesses in her practice. As a result, the quality of children's learning and development has declined.

It has the following strengths

- The childminder meets children's care needs well. Parents comment favourably about how well the childminder keeps them informed about care routines and how she provides a warm welcome.
- Children develop strong attachments towards the childminder, who makes them feel safe.

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
provide children with a wide variety of enjoyable and challenging activities and learning experiences that capture children's interests and reflect their stage of development	05/03/2019
establish rigorous assessment and monitoring systems to ensure sufficient understanding of children's level of achievement and their next steps in learning	05/03/2019
ensure good understanding of how children learn and develop to raise the quality of teaching and learning to improve outcomes for children, in particular, to better support children's communication and language skills	05/03/2019
develop stronger partnerships with parents to routinely share information about children's learning and development from the onset, to improve the quality of children's experiences.	05/03/2019

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

- develop robust methods to evaluate the provision, to clearly identify and address breaches in requirements and address professional development, with particular regard to meeting children's learning and development needs.

Inspection activities

- The inspector observed the childminder's interactions with children as they played inside and discussed their learning.
- The inspector discussed the childminder's understanding of the early years foundation stage requirements and how she evaluates the provision.
- The inspector considered the written views of parents.
- The inspector sampled documentation, including policies and procedures.

Inspector

Rachael Williams

Inspection findings

Effectiveness of leadership and management is inadequate

The childminder does not have a secure knowledge of the learning and development requirements of the early years foundation stage. As a result, there are breaches in meeting the statutory requirements. The childminder does not reflect well on her own practice to identify weaknesses or identify her training needs to maintain good-quality teaching and learning experiences for children. She does not have a secure knowledge of how to monitor children's progress and ensure all children, including those who are in receipt of additional funding, make progress. The childminder develops partnerships with parents to ensure she meets children's care needs efficiently. However, she does not extend this to ensure she gains information about what children can already do when they start at the setting and their learning at home to influence her future planning. Safeguarding is effective. The childminder has a good knowledge of her role and responsibility to report any concerns about a child's welfare. The childminder uses her policies and procedures well to provide children with a safe environment in which to play. She has a good understanding of who may collect children and the procedure to follow should a child remain uncollected.

Quality of teaching, learning and assessment is inadequate

The weaknesses in the quality of teaching, observation and planning of learning experiences impacts greatly on children's learning and development. For example, the childminder does not ensure activities are purposeful, meet children's stage of development or know how to use their interests to engage them in activities. The childminder fails to ensure she assesses and monitors children's progress regularly. As a result, she has a poor knowledge of what children need to do next or how to challenge them in self-chosen activities. For example, the childminder does not expect children to be able to use the tools to manipulate the dough, such as the rolling pin and cutters. Therefore, she does it for them without explanation or demonstrating how to use them to help children learn to do it for themselves. The childminder misses many opportunities to support children's communication and language skills. For example, she does not provide commentary as young children post the cars through gaps in the safety gate and the chair to help their understanding and build vocabulary. Despite this, young children investigate well. They use trial and error to balance the cars on the frame in order of size and push them along, developing their physical skills.

Personal development, behaviour and welfare are inadequate

The childminder lacks understanding of how to support children effectively in their personal development, to help them become confident and successful learners. Children do not benefit from high-quality interactions with the childminder. For example, during a creative activity, the childminder does not help children gain confidence in their abilities to explore resources independently or encourage them to improve models. Older children understand routines. For example, they ask the time and know when it is time to dress for pre-school. Children make some attempts to dress themselves independently. However, the childminder does not always encourage this or provide other opportunities to be independent, such as helping to prepare snack. Children behave well and understand what the childminder expects from them, such as helping to tidy away.

Outcomes for children are inadequate

Due to weaknesses in the quality of teaching, observation, planning and assessment, children do not make the progress of which they are capable. The childminder does not support them adequately to acquire the skills they need to prepare them for their next stage in learning. Despite this, children make some decisions about their play, for example, older children choose an alphabet jigsaw to complete. Older children persevere in their self-chosen tasks, for instance, to roll the dough to the correct size to make legs for their model. The childminder does not encourage less confident speakers to talk about what they are doing and answers questions for them which limits their communication and language development.

Setting details

Unique reference number	EY280235
Local authority	North Somerset
Inspection number	10065072
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	9 September 2015

The childminder registered in 2014 and lives in the Bournville area of Weston-super-Mare, North Somerset. The childminding service operates daily throughout the year. The childminder is in receipt of free early education for children aged two, three and four years.

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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