

# Childminder report

<b>Inspection date</b>	5 March 2019
Previous inspection date	21 January 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:	Good	2
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 identify and minimise risk effectively enough in all areas of the setting to ensure that children are always kept safe.
- The childminder does not complete regular assessments of children's development in order to identify precise next steps in their learning. Children do not always make the progress that they are capable of.
- The childminder does not gather detailed information about children's knowledge and skills when they first start at the setting. She does not consistently work in partnership with parents to help promote continuity of care and learning between the setting and home.
- The childminder does not use professional development to raise the quality of teaching and better support outcomes for children.

### It has the following strengths

- Children are confident, and new children settle into the setting well. The childminder forms caring relationships with children and supports their emotional needs effectively.
- The childminder reminds children of the rules and teaches them to share with others and how to play with toys carefully. Children behave well.
- The childminder promotes children's independence effectively. For example, children wash and dry their hands before eating. Children are also encouraged to undo and take off their shoes when they enter the cabin.
- Children's language is developing well, as they are encouraged to talk and have conversations. They join in with repeated phrases in stories as these are read to them by the childminder.

## 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
identify and minimise risks to children in all areas that are used for childminding, to help promote children's health and safety effectively. This is with reference to the cabin and smoke alarms in the home.	29/03/2019

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

- improve assessment and planning processes to ensure all learning experiences offer challenge and extend each child's learning so that they make good progress
- encourage parents to contribute their own information to initial assessments of children's skills and knowledge
- strengthen partnerships with parents to help promote greater continuity between the setting and home
- seek further professional development opportunities to help raise the quality of teaching to a good level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors, and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector looked at the areas of the premises that are used for childminding, including the outdoor area.

**Inspector**  
Sue Riley

## Inspection findings

### Effectiveness of leadership and management requires improvement

The childminder has failed to notify Ofsted of a change of name and the use of an outdoor cabin for childcare, which is a breach of requirements. However, she confirmed that she would inform Ofsted of any relevant changes or events in the future. Safeguarding is effective. The childminder shows knowledge of child protection issues and understands who to contact if she has concerns. However, she has not risk assessed the use of the cabin for children. Additionally, there are no smoke alarms fitted in the childminder's home, which is a fire safety risk for children when they sleep on the first floor. The childminder does not identify weaknesses in her practice effectively. For example, she does not access professional development to help improve the quality of her teaching and assessment.

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

Although the childminder is well qualified, she does not use her knowledge and skills effectively. For example, she does not gather detailed information about children's prior knowledge and skills when they are starting at the setting. She does not use her assessments of children's learning to help track the progress that they are making and identify precise next steps in their learning. Children enjoy looking at books with the childminder. She models actions and key words and the children copy her. This helps to promote children's communication, language and literacy skills effectively. The childminder supports children to follow their own interests. For example, the children show an interest in cars. The childminder encourages children to move model cars to various toy buildings, such as a school, shop, and park. She helps children to develop their small finger muscles as they play with playdough and slime. Children comment on the texture of the slime. The childminder shares relevant information with a pre-school, which some children also attend. This provides continuity for children's care, learning and development.

### Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management have a negative impact on children's safety and welfare. The childminder uses positive praise when children are kind and helpful towards her and their peers. Children know to use their good manners. The childminder provides children with healthy varied meals and snacks. The children's main play area is the outdoor cabin, which has been set up for children's play and learning. They have good access to resources of their choice. Children benefit from regular opportunities to meet people in the local community and develop an awareness of diversity.

### Outcomes for children require improvement

Children make typical progress given what they knew when they started. However, they do not receive enough support for their next steps in learning to help them make good or better progress. Despite this, children are developing the basic skills that they need in readiness for school. Children confidently explore the resources available to them. They remain engaged in activities of their choice, demonstrating good levels of concentration.

## Setting details

<b>Unique reference number</b>	EY463562
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10068979
<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>	2 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	21 January 2014

The childminder registered in 2013 and lives in Trowell, Nottinghamshire. She operates all year round from 7.30am to 6.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She offers funded early education for two-, three- and four-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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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