

Childminder report

Inspection date	25 March 2019
Previous inspection date	13 July 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Good	4 2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The childminder does not maintain the adult-to-child ratios, as she cares for more children than is permitted.
- The childminder does not ensure that appropriate fire control equipment is in place to help minimise risks to children's safety in the event of an emergency.
- The childminder does not obtain information about children's learning from parents or other settings children attend, to help make accurate assessments of children's starting points in learning.
- The childminder does not use assessment information effectively to help her identify and address any gaps in progress. This does not enable her to plan and sharply focus her teaching for the children's next steps. This has a potential impact on the progress children make.
- There is no effective system in place to evidence that the childminder has completed and provided parents with a written summary showing children's progress between the ages of two and three years old. This means any potential gaps in children's learning have not been identified and addressed.
- Systems for self-evaluation are not robust enough to ensure the childminder identifies all areas where improvement is needed.

It has the following strengths

- The childminder is kind and caring. She helps children feel emotionally secure and they are happy and settled in her home.
- The childminder provides a stimulating and welcoming environment with a wide range of resources for children to choose from. This helps to support their independent choices.
- The childminder gives children plenty of praise for their achievements, helping to raise their self-esteem and confidence. Children behave well and know the rules and boundaries in the home. This helps them to know what is expected of them.

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
maintain appropriate adult-to-child ratios at all times	01/04/2019
ensure that appropriate fire control equipment is in place to help minimise risks to children's safety in the event of an emergency	01/04/2019
devise a system to demonstrate written summaries showing children's progress between the ages of two and three years old have been completed and shared with parents and/or professionals, and that any gaps in learning have been identified	26/04/2019
use the information about children's progress to focus on teaching and the children's next steps in learning, to help them make good progress, in particular with regard to young children's language development	26/04/2019
obtain information about children's learning from parents and other early years settings when children first start, to help establish an accurate picture of their starting points in development and to help plan for their learning.	26/04/2019

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

- make more effective use of self-evaluation and reflection, to help identify any weakness in practice, and address breaches in requirements to improve the setting and the outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector reviewed a range of policies and procedures, and looked at evidence of the suitability of the childminder and members of the home.
- The inspector considered the written views of parents.
- The inspector carried out a joint evaluation with the childminder.
- The inspector spoke to the childminder and children throughout the inspection.

Inspector
Johanna Holt

Inspection findings

Effectiveness of leadership and management is inadequate

The childminder has failed to notify Ofsted of changes to her circumstances, that she herself has given birth to a new child. As a result, having not implemented the exception to the rule effectively, she has been caring for too many children under the age of five. In addition, she has on occasion cared for more children, of all ages, than she is registered for. Safeguarding is not effective as the childminder has failed to assess all the risks in the home. There is a breach in requirements, as the childminder does not have appropriate fire control equipment in place and has not identified this as a risk. However, the childminder has attended regular safeguarding training. She has a sound knowledge and understanding of child protection issues and knows the procedures to follow if she has any concerns about a child in her care. The childminder does not evaluate all areas of the provision thoroughly and has, therefore, failed to recognise that partnerships with parents and other professionals are not fully effective. As a result, the recommendation raised at her last inspection has still not been addressed. She does not have an effective system in place to gather information from parents about their child's starting points for their learning and development.

Quality of teaching, learning and assessment requires improvement

The childminder provides a variety of suitable resources for the different ages of children she cares for. She is nurturing and kind and does help children appropriately with some aspects of their learning. For example, children develop their early phonics during self-registration, when she encourages them with the initial letter sounds as they find their names. The childminder talks to parents when children start and finds out about their routines and preferences. She plans settling-in sessions to help children become familiar with her setting and talks to parents about their children's day. This helps to support children's emotional development. However, she does not have an effective system to involve parents and gather information, to fully assess what children know and can do when they first start. Consequently, this does not help her plan effectively to support their progress from the start. There are assessments of children's learning, but they are ineffective in identifying emerging gaps in learning. As a result, early intervention is not sought to help children make the best possible progress, especially in early language skills.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management mean that children's welfare is not assured. The childminder does not make sure that appropriate arrangements, including fire control equipment, such as fire blankets and/or extinguishers, are in place to ensure children's safety in the event of an emergency. Children learn about being healthy as they eat a freshly prepared snack of fruit. They routinely wash their hands after the toilet and messy play, and before eating. The childminder is a good role model and follows good hygiene practices when changing young children. She is sensitive when responding to children's needs. For example, she offers the youngest children lots of cuddles and comforts them as they fall asleep. Children have formed close relationships with each other and the childminder. Parents say that they feel supported by the childminder and they are happy with the care they receive. They value the support their

children receive in potty training and that the childminder takes the children on lots of trips and outings.

Outcomes for children require improvement

All children make typical progress overall. However, weaknesses in the monitoring and assessment of children's progress mean that children do not benefit from the best possible support and swift intervention for any emerging gaps in learning. They enjoy the activities the childminder provides. For example, they read a story about dinosaurs and then extend this activity to making their own dinosaur footprints using paint and cut potatoes. Children are developing some useful skills for their next stage of development and their eventual move on to school. They gain early mathematical skills as they discuss what is big or small, and they mix paint to see what colour it changes to. Young children further develop physical skills as they throw balls outside and climb and slide down the equipment.

Setting details

Unique reference number	EY473842
Local authority	Staffordshire
Inspection number	10075674
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	16
Date of previous inspection	13 July 2016

The childminder registered in 2014 and lives in Tamworth. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides support for children who speak English as an additional language.

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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