

# Childminder report

|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 21 May 2019     |
| Previous inspection date | 3 November 2014 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b><br>Previous inspection: | <b>Inadequate</b><br>Good | <b>4</b><br>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

- Children's welfare is compromised. The childminder does not have a secure understanding of some signs that might indicate safeguarding concerns. She is unclear about the steps to take if an allegation is made against her.
- The childminder makes poor use of professional development opportunities to ensure she has a good understanding of her role. She is unaware of some of her responsibilities, for example to work in partnership with staff at nurseries that children also attend.
- The childminder does not identify precisely what each child needs to learn next. She does not plan for their individual learning well. The quality of her teaching is weak and learning is incidental. Children do not make the progress of which they are capable.
- Children do not take part in meaningful activities that help develop their understanding of the diverse world in which they live.
- The childminder does not accurately evaluate the quality of her practice. She has not identified or addressed the breaches of requirements and weaknesses in teaching.

### It has the following strengths

- The childminder is caring and kind. Children enjoy her cuddles and reassurances. There are warm attachments between children and the childminder.
- Older children learn to manage their own personal care needs well. They develop an understanding of the importance of following good hygiene routines to help stay healthy.

## 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   |
|--|------------|
| develop a thorough understanding of all safeguarding matters to keep children safe from harm   | 01/06/2019 |
| improve understanding of the requirements of the early years foundation stage, to improve the overall quality of the provision   | 01/07/2019 |
| develop a regular two-way flow of information with staff at other settings children attend, to support a consistent approach to meeting children's needs and supporting their learning | 01/07/2019 |
| improve the overall quality of teaching so that all children receive the challenge and support they need to make good progress   | 15/07/2019 |
| identify clear and relevant next steps for each child and plan thoroughly to meet their individual development needs   | 15/07/2019 |
| provide children with a wide range of experiences that help them develop a suitable understanding of diversity.  | 15/07/2019 |

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

- improve the use of self-evaluation to identify and address weaknesses in knowledge and practice.

### Inspection activities

- The inspector looked at the parts of the childminder's home that she uses when childminding and discussed arrangements for identifying and minimising risks.
- The inspector observed the childminder's interactions with children and evaluated the quality of teaching.
- The inspector took account of the views of children and parents.
- The inspector discussed with the childminder her understanding of safeguarding and child protection matters.
- The inspector looked at documentation, including children's records and the childminder's qualifications.

**Inspector**  
Sarah Holley

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is not effective. Although the childminder attends relevant training, she has a poor understanding of some of her safeguarding responsibilities. For example, she is unaware of the need to inform Ofsted if an allegation about her conduct was made that may impact on her suitability. She has a poor understanding of the indicators of female genital mutilation and the signs that a child may be exposed to extreme views. These gaps in knowledge compromise children's welfare. The childminder has a better understanding of some of the other signs of potential abuse and neglect. She takes suitable steps to minimise risks in her home and supervises children closely. The childminder makes ineffective use of professional development opportunities and there has been a decline in the quality of her teaching since the last inspection. She does not monitor her practice effectively and has not identified this decline in quality. Although the childminder is aware that some children also attend pre-school or nursery, she has not asked parents for any further details because she has no plans to make contact or establish arrangements for sharing information. She has a poor understanding of the benefits to children of such a collaborative approach. Overall, partnerships with parents are more effective. For example, the childminder finds out about children's routines so that she can follow these in her home. Parents speak warmly of the care and kindness she shows to their children.

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

The childminder does not plan well for children's learning. She focuses on supervising, rather than teaching, children. The childminder does not use her interactions with children to extend effectively what they already know and can do. For example, she gave children paper and pens and watched as they drew. Her use of questioning added little to children's understanding and did not encourage them to extend their own thinking. For example, they were asked to keep naming colours that they already knew. The resources the childminder provides are safe. However, they provide little challenge for older children. For example, the books she reads to older children are simple board books which offer little to extend these children's vocabulary or their understanding of how stories are structured. Overall, the childminder does not monitor children's progress well enough to identify what they need to learn next. On some occasions, she does identify what she would like to teach children. However, she does not always support children to gain these skills. For example, she wanted older children to learn to write their names, but she did this for them when they finished their drawings and did not encourage them to try and do this for themselves. The childminder wanted children to learn songs and rhymes but started singing without gaining their attention first. Children did not join in.

### Personal development, behaviour and welfare are inadequate

The childminder's poor safeguarding knowledge compromises children's welfare and safety. The lack of focused planning and the poor-quality teaching result in children who do not show sustained interest in the resources and experiences on offer. That said, children appear happy in the childminder's company. Some older children confidently approached visitors to ask questions. Children behave appropriately for their age. They

show that they are forming secure friendships with each other. The childminder meets their care needs appropriately. She ensures that younger children have fresh nappies before they sleep and encourages all children to drink regularly. All children benefit from regular trips to local parks, where the childminder encourages them to play energetically.

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

The weaknesses in planning and teaching mean that much of the progress children make cannot be attributed to the childminder. Children do not make good enough progress during their time in her care. They are not finding out that learning can be challenging and exciting. Children are not learning enough about their own and other people's cultures. However, they are developing some age- appropriate skills. For example, children learn to manage their own toileting in preparation for starting nursery or school. They learn to take turns and share toys.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY218594  |
| <b>Local authority</b>             | Oxfordshire   |
| <b>Inspection number</b>           | 10106103  |
| <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 - 3   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 5   |
| <b>Date of previous inspection</b> | 3 November 2014   |

The childminder registered in 2001 and lives in Oxford. She offers care from 7.30am to 5pm Monday to Friday, throughout the year.

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  
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M1 2WD

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