

# Childminder report

<b>Inspection date</b>	5 June 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
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 always consider the layout of her home when she deploys her assistant. At times, the childminder and her assistant can be slow to address the needs of children.
- The childminder does not have a clear understanding of the information she is required to share with Ofsted. She does not keep Ofsted informed of all significant changes so it can fully review all information about her provision.
- The childminder does not consistently consider the learning needs of younger children when she is planning activities. She does not place a high focus on supporting them to develop good speech skills and raise outcomes.
- The childminder does not establish strong links with other childcare providers that share care of children, so they are able to exchange all learning information.
- There are some weaknesses in the self-evaluation process. The childminder does not always act quickly to bring about improvement.

### It has the following strengths

- Children behave well. The childminder and her assistant congratulate children when they display good manners. Children happily share equipment with friends and wait patiently to wash their hands.
- The childminder encourages children to be physically active. She provides them with fun resources and supports them to move in different ways. Some children make the most of available space to 'fly' across the living area. Other children practise their throwing skills.

## 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
improve the deployment of any assistants, in order to provide more effective support and to meet the needs of individual children	06/06/2019
improve knowledge of the information that needs to be shared with Ofsted, and keep Ofsted fully informed of significant changes to the childcare provision	17/07/2019
plan a stimulating range of activities to meet the needs of young children and to help them develop strong communication skills.	17/07/2019

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

- strengthen systems to establish links with other providers that share the care of children, to communicate all details of their learning
- develop systems of self-evaluation to identify all weaknesses in practice as well as areas for future improvement.

### Inspection activities

- The inspector spoke to the childminder and her assistant about their knowledge of how to safeguard children.
- The inspector observed the childminder and her assistant working with children in the home and on a trip to the local school.
- The inspector read communications from parents to gain their views.
- The inspector accessed children's learning records and discussed individual progress children are making with the childminder.
- The inspector talked to the childminder about the links she makes with local childcare providers.

### Inspector

Julie Bruce

## Inspection findings

### Effectiveness of leadership and management requires improvement

The childminder does reflect on several areas of her practice. However, she misses other opportunities to make changes and to develop the quality of her provision to a good level. The childminder does not adhere to all requirements. She does not let Ofsted know about all important changes in her household. This means Ofsted is unable to assess the information to determine how it will affect the standard of care she provides for children. However, the childminder uses sufficient methods to develop her expertise. For instance, she attends training and watches relevant programmes to increase some areas of her knowledge. She passes some new ideas on to her assistant. Arrangements to safeguard children are effective. The childminder frequently checks her assistant's knowledge of child protection. She asks whether her assistant has any concerns about individual children, for example during regular meetings. The childminder knows how to seek support from professional agencies if she has any concerns about children's welfare.

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

The childminder encourages children to use their imagination. For instance, she helps them collect props to use with their dressing-up costumes. Children cooperate with friends as they choose their super powers. However, the childminder does not consistently provide opportunities for younger children to use their language skills. There are also a lot of distractions in the environment and it can be difficult for children to hear new words. The childminder helps children to experiment with a variety of writing equipment. She successfully demonstrates how children should move the pen to write familiar letters. The childminder does not always offer a fully joined up approach to learning. She does not share details of children's assessments with staff at other settings who care for the same children. However, she does understand the levels that children are working at and she shares this information with parents.

### Personal development, behaviour and welfare require improvement

The childminder follows appropriate ratios. However, she does not always respond quickly to changes in the daily routine. She does not check her assistant is located in the best position in her home to fully support children's needs and to answer questions. The childminder teaches older children how to follow rules as they move around in the local community. For instance, she reminds children to stop at the kerb. Children patiently wait so the childminder is by their side and they are able to cross the road safely. Partnerships with parents are strong. The childminder constantly passes on details about children's care and development. Parents comment that the childminder is calm and patient. She is often flexible and adjusts her own hours of work to help working parents.

### Outcomes for children require improvement

All children have fun at the childminder's home. Younger children make slower progress in their learning. However, older children learn some skills ready for the move to school. They zip up their own coats and socialise with friends. Older children use mathematical language to make comparisons, for example when they discuss the length of different lines on paper.

## Setting details

<b>Unique reference number</b>	EY548457
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10109266
<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 - 6
<b>Total number of places</b>	10
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2017 and lives in Bognor Regis. She operates Monday to Friday from 8am until 6pm for most of 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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