

Childminder report

Inspection date

16 May 2019

Previous inspection date

3 December 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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 has not ensured that her provision continues to be of good quality. Self-evaluation is not effective enough and does not include the practice of assistants. Subsequently, not all weaknesses or breaches are identified to help the childminder make the necessary improvements.
- The childminder does not keep a record of children's hours of attendance and is not monitoring or checking sleeping children frequently enough.
- The childminder and her assistants do not consistently support children to ensure they receive regularly good-quality interaction to help extend their learning. Consequently, not all children progress as well as they should.
- The childminder does not always manage the deployment of her assistants effectively. For example, she does not make sure that her assistants have sole charge of children for no more than the maximum time allowed of two hours in a single day.

It has the following strengths

- The childminder and her assistants build good relationships with parents and share their children's daily activities with them. This helps to provide consistency of care.
- The childminder provides a warm and welcoming environment for children and their families. Children are settled and enjoy the time they spend with the childminder.
- The childminder understands the importance of a healthy lifestyle. Children enjoy a wide variety of healthy and nutritious meals and snacks.
- Children learn about safety and risks when being outdoors, such as road rules.
- Older children are encouraged to take on small tasks, which they do with pride. This helps to promote their independence and builds their self-esteem.

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
ensure that children are left in the sole care of assistants for no more than two hours a day	27/06/2019
ensure a daily record of attendance is kept, containing all the names of the children being cared for on the premises and their actual hours of attendance	27/06/2019
ensure sleeping children are monitored and checked frequently.	27/06/2019

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

- improve the quality of teaching practice to support children's play experiences consistently and to extend their learning further
- make sure the evaluation of the provision is effective and includes the practice of the assistants to help identify weaknesses, including breaches in requirements, and address these in a timely manner.

Inspection activities

- The inspection was carried out following the risk assessment process.
- The inspector toured the premises and looked at the areas used for childminding. She observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder and her assistants at appropriate times during the inspection. She also spoke with children.
- The inspector looked at relevant documentation, such as children's records, training certificates, evidence of suitability checks and a range of other documentation.

Inspector

Anja Eribake

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. The childminder ensures she and her assistants have an up-to-date knowledge of safeguarding. They are aware of the signs that could identify children at risk and who to report concerns to. The childminder holds regular informal meetings with her assistants to discuss and evaluate the provision, the activities for children and practice. However, this evaluation process needs to be developed further to ensure all weaknesses and any breaches are identified and addressed. For example, the childminder does not ensure that children are not left for more than two hours at most in a single day in the sole care of her assistants. The childminder regularly shares information with parents about the progress their children make and how they can support their learning at home.

Quality of teaching, learning and assessment requires improvement

The childminder and her assistants' practice is not always effective enough to help children make progress across all areas of learning. Children enjoy, and are confident in choosing, activities and resources. However, their learning experiences are not challenging enough or extended to develop their individual learning further. Younger children love to play with cars on a low activity table and the assistant demonstrates how to use the resources. This helps children to develop their physical skills. However, the assistant does not role model language or words effectively to help increase their vocabulary. The childminder records regular observations to identify the next steps in children's learning and plans accordingly, taking their interests into consideration.

Personal development, behaviour and welfare require improvement

The childminder does not monitor or check sleeping children frequently enough. This means that she is not always aware when children are awake or unsettled. She also fails to keep an attendance record of all children, as required. However, children settle in well and demonstrate good social skills. They securely and independently explore the learning environment and the resources available to them. They play respectfully with the other children, take turns and share resources. The childminder ensures children have access to daily outdoor play, helping them to be physically active and promoting their health. Children receive healthy and balanced meals and snacks, as well as having water available throughout the day. The childminder and her assistants role model the expected behaviour, communicating effectively and letting each other know what they are doing and where they are. This helps to ensure that staff are deployed effectively to supervise children.

Outcomes for children require improvement

Children do not always make good enough progress due to the weaknesses in teaching. For example, younger children are not consistently supported to develop their self-care skills, such as feeding themselves. Despite this, children are developing the basic skills they need in readiness for their next learning experience, such as school. Children learn to be independent and make choices about what they would like to play with. Older children learn about mathematical concepts and they are able to count up to two trees to indicate how far they can go. This also helps them to learn about boundaries.

Setting details

Unique reference number	109495
Local authority	Richmond Upon Thames
Inspection number	10105690
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 3
Total number of places	6
Number of children on roll	18
Date of previous inspection	3 December 2015

The childminder registered in 1994 and lives in the London Borough of Richmond-upon-Thames. She operates Monday to Friday all year round. The childminder works with a co-childminder and two assistants.

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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