

Childminder report

Inspection date

7 June 2019

Previous inspection date

4 February 2016

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 does not have secure knowledge of the statutory requirements for the early years foundation stage. She does not complete written summaries of children's development between the ages of two and three years. She does not share this information with parents. She does not make registration information and Ofsted's address available to parents.
- Children do not make the best possible progress in their learning. The childminder does not have fully effective assessment systems to enable her to plan suitably challenging and stimulating activities.
- The childminder does not sufficiently challenge and extend children's learning to help them make the progress of which they are capable, especially in mathematics.
- Self-evaluation is not fully effective. The childminder does not reflect on her practice well enough. This means that she does not identify and plan ongoing improvements to develop the quality of her provision.

It has the following strengths

- Children are well settled and have positive relationships with the childminder, who manages their behaviour effectively. The childminder provides praise and encouragement and children behave well.
- Children are confident and demonstrate a keen interest in learning. For example, they speak confidently to unfamiliar adults and are keen to share and discuss their work.

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
implement the requirement to review the progress of children aged between two and three years and provide parents with a short, written summary of their child's development in the prime areas of learning	05/07/2019
secure knowledge and understanding of the early years learning and development requirements to help improve teaching and outcomes for children	05/08/2019
complete assessments to improve the quality of planning, and provide children with more challenging and stimulating activities to help them to make good progress in their learning	05/07/2019
provide parents with registration details of the provision and make Ofsted's address available to them.	05/07/2019

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

- make better use of self-evaluation so that strengths and weaknesses in teaching and practice continue to be identified and addressed.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector jointly evaluated an activity with the childminder. The inspector held discussions with the childminder throughout the inspection.
- The inspector looked at monitoring records, planning documents, evidence of suitability and a range of other documents, including policies and procedures.
- The inspector had a tour of the premises and the areas used to care for children.

Inspector
Vicky Forbes

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder has not met all legal requirements, such as completing the written two-year progress check. In addition, she has not made information and Ofsted's address available to parents. Self-evaluation is not fully effective. The childminder has not thought carefully enough about her practice and where she needs to make improvements. She has not yet identified how she can improve the quality of teaching to ensure it is consistently good. Safeguarding is effective. Through training, the childminder understands her responsibility to protect children. She knows how to recognise and report concerns she may have for children's welfare. Partnerships with parents are effective. The childminder works closely with parents to support children's care needs, such as toilet training.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. The childminder does not consistently challenge and extend children's knowledge and understanding of numbers, shapes and measures. Therefore, children do not make the progress they are capable of. The childminder's assessment and monitoring of children's progress are not fully effective to enable her to successfully meet children's learning and development needs. Children are therefore not always engaged in meaningful activities to help them achieve the next steps in their learning. However, some children demonstrate perseverance and problem-solving skills when directing their own learning. For example, children put pasta and cereal into bottles to make rattles and formulated effective strategies to get the shapes out.

Personal development, behaviour and welfare require improvement

The childminder does not fully promote children's understanding of the importance of good hygiene practices. She does not always encourage children to wash their hands before meals and after activities. She does not make the best use of the environment to make sure children are fully motivated and interested in a broad range of activities. However, children are happy in the childminder's care and she manages their behaviour effectively. The childminder provides praise and encouragement for children's efforts and this helps to promote their self-esteem. She risk assesses the outings children go on and reminds them how to keep themselves safe. The childminder provides nutritious meals and fresh fruit, which helps children's to develop an understanding of healthy eating.

Outcomes for children require improvement

Weaknesses in teaching, assessment and planning mean children are not always supported effectively to make good progress from their starting points. However, children are sociable and enthusiastic to participate in play. They are eager to share their work and read books with unfamiliar adults. They are excited to show how they can draw rainbows, identify colours and create different sounds with plastic bottles. Children gain some essential skills for the eventual move on to school. They are confident in using the resources that are available to them and know how to ask for help if needed.

Setting details

Unique reference number	137876
Local authority	Merton
Inspection number	10072401
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	4 February 2016

The childminder registered in 1997. She lives in Mitcham, in the London Borough of Merton. The childminder cares for children between 7am and 6pm each weekday, all year. She has a childcare qualification at level 3.

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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