

# Childminder report

<b>Inspection date</b>	20 June 2019
Previous inspection date	13 November 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Requires improvement	3
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

- The childminder and her assistant do not have a suitable understanding of the 'Prevent' duty or their roles and responsibilities in regards to safeguarding children. As a result, children are not successfully protected.
- Assessments of children's progress are not accurate. The childminder does not identify children's starting points on entry or use the information gained from observations to plan tailored activities to move children forward in their learning. Consequently, children make little progress.
- The childminder does not have a sharp enough focus on her own or her assistant's professional development to further improve their knowledge and understanding of the learning and development requirements of the early years foundation stage.

### It has the following strengths

- Children enjoy their time at the setting. The childminder and her assistant are kind and children form warm, trusting relationships with them. This helps to promote children's emotional well-being, confidence and self-esteem.
- Children behave well. The childminder and her assistant are good role models. They remind children to be kind to one another and to share and take turns.
- Overall partnerships with parents are generally good. The childminder shares information about children's care, well-being and activities in a variety of ways, for example through daily conversations, learning records and social media. As a result, parents can begin to complement their children's learning at home.

## 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 full and thorough understanding of the procedures to follow to safeguard children, including how to respond to a child's comments which give cause for concern	11/07/2019
develop knowledge of the 'Prevent' duty guidance, to protect children and their families who may be at risk of extremist ideas and behaviour	11/07/2019
ensure children's assessments are accurate and used to plan more precisely for children's individual needs, providing all children with challenging and stimulating activities that help them to make good, or better, progress in their learning.	11/07/2019

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

- gather more-detailed information from parents about children's learning on entry to help inform their starting points and plan for their learning from the outset
- identify professional development opportunities that are focused on further improving knowledge and understanding of the learning and development requirements of the early years foundation stage for all adults working with the children.

### Inspection activities

- The inspector had a tour of the premises used for minding and observed children engaged in learning experiences.
- The inspector had discussions with the childminder and her assistant throughout the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- The inspector took account of the views of parents and children spoken to during the inspection.

#### Inspector

Tina Smith

## Inspection findings

### Effectiveness of leadership and management is inadequate

The childminder has received support from her local authority adviser, however, she has yet to effectively monitor the quality of her provision and keep abreast of changes to ensure continuous improvement. This results in breaches in legal requirements that put children at risk. Safeguarding is not effective. The childminder does not have a thorough understanding of the procedures to follow if a child's comments gave her cause for concern. In addition, the childminder and her assistant do not have a secure understanding of the 'Prevent' duty, and therefore are not fully aware of the signs that may suggest children and their families are at risk from extreme views and ideas. Although the childminder is keen to continue with her professional development and is partway through a qualification in childcare at level 3, she has yet to seek ways to improve her and her assistant's knowledge and understanding of the learning and developments requirements of the early years foundation stage.

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

The childminder does not gather enough information about what children already know and can already do when they first begin to attend. As a result, she has insufficient information to inform her assessments and effectively monitor progress. Although the childminder has started to observe children and assess their development, the information gained is not always accurate or used effectively. The childminder is yet to consistently plan suitably challenging activities that help to build on children's next steps across the different areas of learning. However, the childminder does provide some activities which children enjoy. Children use their imagination pretending to cook and make drinks for their peers and visitors. The childminder and her assistant interact positively with the children, joining in with make-believe play.

### Personal development, behaviour and welfare are inadequate

The childminder and her assistant have a weak understanding of some safeguarding practice. Consequently, children's safety and welfare are not promoted. Nevertheless, children are well supervised. The childminder provides a homely environment. Appropriate settling-in procedures ensure that children are ready for the move from home to the childminder. Toys and resources are stored appropriately and are accessible to the children. The childminder ensures children adopt good hygiene routines, such as handwashing. Children display enthusiasm as they help to prepare sandwiches for tea. They benefit from fresh air and exercise. Children enjoy playing ball games and hunting for bugs in the childminder's garden.

### Outcomes for children are inadequate

Children do not make good enough progress and are not sufficiently prepared for the next stage of learning and their eventual move to school. The childminder does not provide children with appropriate activities to meet their individual needs and move them forward in their learning. Nonetheless, they enjoy their time with the childminder and are developing some skills that will prepare them for their move to school. Children are focused during their play and understand how to share resources. They confidently count and recognise shapes as they engage in activities.

## Setting details

<b>Unique reference number</b>	EY340833
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10085570
<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>	3 - 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	13 November 2018

The childminder registered in 2011 and lives in Coventry. She works alongside her assistant. The childminder operates term time only from 8am until 5pm on Monday to Friday.

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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