

Childminder report

Inspection date	29 July 2019
Previous inspection date	8 January 2019

The quality and standards of the early years provision	This inspection:	Inadequate	4
	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 does not have a secure understanding of the 'Statutory framework for the early years foundation stage' ratio requirements. As a result, there are times when there are too many children present and these requirements are not met.
- The childminder has not used the correct system to notify Ofsted about assistants working with the children. As a result, assistants have not had the required suitability checks completed.
- The childminder does not communicate effectively with parents to ensure they receive accurate information that clearly identifies any gaps in children's development and how they can share learning at home.
- Teaching practice is weak. The childminder does not provide children with suitably challenging experiences that link to their next steps for learning and support them to make good progress in all areas of their development.
- The childminder does not coach and support her assistant well enough to improve her teaching practice.

It has the following strengths

- The childminder and her assistant successfully support children to behave well and develop their social skills. Children are happy and settled.

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 better understanding of the statutory framework to ensure that required adult-to-child ratios are met at all times	30/08/2019
notify Ofsted about assistants working at the provision to ensure all suitability checks are completed	30/08/2019
improve communication with parents to ensure they receive accurate information that clearly identifies any gaps in children's development and how they can share learning at home	30/08/2019
improve teaching practice to ensure that children are provided with suitably challenging experiences that link to their next steps for learning and support them to make good progress in all areas of their development	30/08/2019
provide assistants with coaching and support that enable them to continually improve outcomes for children.	30/08/2019

Inspection activities

- The inspector talked with the childminder, her assistant, parents and children.
- The inspector observed indoor and outdoor activities.
- The inspector looked at a sample of documentation.
- The inspector and the childminder completed a joint observation.
- The inspector discussed self-evaluation with the childminder.

Inspector

Cathy Greenwood

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. Breaches of the statutory requirements have a significant impact on children's safety and well-being. The childminder has not used the correct system to notify Ofsted that she is working with an assistant. As a result, not all required suitability checks have been completed for the assistant. The childminder does not understand the early years statutory framework ratio requirements. Consequently, she exceeds the number of children she can care for at any one time. This is a breach of the regulations. The childminder and her assistant understand child protection procedures and know what to do if they are concerned about a child's safety. The childminder has met the actions and recommendation raised at the last inspection. She has sought and recorded parents' permission for the assistant to be in sole charge of their children for short times on her own. The assistant has completed appropriate first-aid training. The childminder has improved the opportunities for children to develop their writing skills. However, self-evaluation is weak. The childminder does not coach and support her assistant to continually improve her teaching practice and outcomes for children. Partnership with parents is weak. The childminder does not provide parents with accurate information about any possible gaps in children's development. This reduces the opportunity for children to make good progress.

Quality of teaching, learning and assessment is inadequate

Not all children make good progress from their starting points. Teaching practice is weak. The childminder and her assistant talk with the children, but they often stand back from activities and do not get fully involved in children's play to build on what they can already do and provide good challenge. The childminder provides children with a range of activities that they enjoy using independently. For instance, children are motivated to play imaginatively with their friends while filling burger boxes with items from a playhouse. However, the childminder and her assistant do not respond to children's emerging individual interests to support all areas of their development.

Personal development, behaviour and welfare are inadequate

Breaches of the statutory requirements for safeguarding and welfare have a significant impact on children's personal development and well-being. The childminder has not completed the required suitability checks for the assistant, who sometimes looks after the children for a short time on her own. This presents a risk to children's safety. Despite this, the childminder and her assistant provide children with positive role models. They develop close, caring relationships with the children and support them to form friendships and develop social skills. Children of different ages play together cooperatively, for example while building with different-sized blocks. The childminder supports children's good health well. She provides lots of time for children to play outdoors and teaches them how to stay safe.

Outcomes for children are inadequate

Not all children are well prepared for school or their next stage of their learning. The progress of individual children, for whom the setting receives additional funding, does not match the levels of progress made by most children. The childminder does not

rapidly identify and address the possible gaps in some children's development. Despite this, children develop independence and learn to do things for themselves. Children confidently and independently choose resources and concentrate well during activities they enjoy, such as music and movement.

Setting details

Unique reference number	EY539265
Local authority	Bracknell Forest
Inspection number	10092230
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 8
Total number of places	12
Number of children on roll	18
Date of previous inspection	8 January 2019

The childminder registered in 2016. She lives in Sandhurst, Bracknell Forest. She works Monday to Friday, from 7.30am until 6.30pm, for most of the year. The childminder receives funding to provide free early education to children aged two and three years. The childminder works with an assistant.

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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