

# Childminder report

<b>Inspection date</b>	4 June 2019
Previous inspection date	13 January 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Inadequate</b> Met	<b>4</b>
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 ensure that the requirements of the statutory framework for the early years foundation stage are met at all times.
- The childminder cares for more children than she is allowed. Children's well-being is compromised as the childminder is unable to closely supervise them at all times and meet their individual needs.
- The childminder is unaware of her responsibilities under the Data Protection Act 1998.
- The childminder has failed to maintain her public liability insurance.
- The childminder does not monitor the progress made by some groups of children to effectively promote their learning and development.
- The childminder has not established effective partnerships with other settings that children attend, to address gaps in children's learning. This failure to work collaboratively means that children's learning is not consolidated and continuous.
- The childminder does not evaluate her setting regularly. She does not identify and address weaknesses in her practice to promote continuous improvement.

### It has the following strengths

- The childminder is warm and caring towards children. This helps them to settle quickly into her care and to form close emotional attachments to her.
- The childminder promotes positive behaviour. She helps children to behave appropriately for their age and to be polite and respectful to each other.

## 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
gain a thorough understanding of the statutory framework for the early years foundation stage, in particular in relation to the adult-to-child ratios, to ensure that the needs of children are being met at all times	30/06/2019
maintain public liability insurance	05/06/2019
monitor the progress made by all children to ensure that they are provided with appropriate opportunities to help them make good progress	30/06/2019
establish an effective partnerships with other settings that children attend.	30/06/2019

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

- make effective use of self-evaluation to identify strengths and weaknesses, in order to make ongoing improvements to the quality of the provision.

### Inspection activities

- The inspector observed the interactions between the childminder and children during activities and assessed the impact these have on children's learning.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector carried out an evaluation of an activity with the childminder.
- The inspector checked evidence of the suitability of the childminder and other household members and looked at relevant documentation.
- The inspector took account of the views of parents from information provided by the childminder.

**Inspector**  
Ann Lee

## Inspection findings

### Effectiveness of leadership and management is inadequate

The childminder does not demonstrate a satisfactory knowledge of the statutory framework for the early years foundation stage. This has resulted in several breaches of the requirements. Safeguarding is ineffective. The childminder has not considered safe ratios to ensure that children are effectively supervised and that she can meet their individual needs at all times. In addition, she does not have an awareness of her responsibilities regarding data protection laws and has failed to maintain public liability insurance. These breaches significantly compromise children's welfare. Nevertheless, the childminder has a suitable knowledge of the signs and symptoms of abuse. She has a clear understanding of how to report concerns about a child in her care and how to report any allegations made about herself. The childminder ensures that the premises remain secure while children are present. Although she monitors the progress of younger children, she does not assess the progress made by older children who also attend other settings effectively. Additionally, she has not developed effective partnerships with these settings to enable a shared approach in promoting children's learning and development. The childminder has not considered effective ways to identify weak areas of her own practice in order to improve outcomes for children.

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

The childminder makes observations of younger children as they play. This helps her to assess their progress and plan appropriate next steps in their learning. However, as a result of limited assessments and partnership working, older children are not consistently offered positive learning experiences. In addition, gaps in children's learning are not effectively supported to help them make good progress. That said, the childminder knows the children in her care well. She ensures that younger children have access to a range of appropriate resources that are of interest to them. For example, young children show enjoyment and engagement for a considerable period of time as they play together with small figures. The childminder shares their pleasure as they describe their previous experiences. They laugh together as children initiate pretend 'hair washing' as they place a toy bath in a dolls house. The childminder promotes young children's early language skills well. She encourages children to look at her as she speaks to them slowly and clearly.

### Personal development, behaviour and welfare are inadequate

Weaknesses in the childminder's leadership and management have a significant impact on the overall welfare of children. In spite of this, most children make friends and show familiarity and confidence with the daily routine. Younger children show a willingness to do things for themselves, such as putting on their shoes. The childminder supports children to develop an understanding of what contributes to a healthy lifestyle. They enjoy regular walks in the fresh air and are encouraged to eat nutritious meals. The childminder helps children to enjoy their local environment. They observe wildlife such as squirrels and older children talk about the colours of magpies.

### Outcomes for children are inadequate

Overall, outcomes for the majority of children are not good enough. Although some

younger children are making typical progress for their age, significant gaps in older children's learning are not quickly identified to enable effective support to be put in place. This means that some children are not adequately prepared for school when the time comes. Nevertheless, most children are happy and play well together. They are developing some independence and younger children, in particular, confidently communicate their needs and interests.

## Setting details

<b>Unique reference number</b>	260320
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10105553
<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 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	13 January 2014

The childminder registered in 2001 and lives in Leicester. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding for free early years education for two-, three- and four-year-old children.

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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