

Ofsted Report Summary January 2024-September 2024:

Childminders with a GOOD outcome

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

- build on children's emerging interests during adult-led activities to help them to make even better progress.
- improve questioning techniques to give children time to think and formulate a response.
- develop different teaching strategies to support children's communication and language development and help them make the best possible progress.
- focus more precisely on the identified learning intentions for children during adult-led activities, to ensure that they make the best possible progress.
- support those children who are not as interested in books to develop a deep fondness for stories.
- plan a broad range of sensory activities, which appeal to children, to help increase their level of engagement when playing indoors.
- increase opportunities for children to make their own choices and decisions about the toys and resources they want to play with
- recognise when to step back and allow children to explore and investigate independently during adult-led activities.

Childminders with an INADEQUATE outcome

Actions

- develop knowledge and skills to fully understand all aspects of the role and responsibilities required in order to provide good-quality early years provision.
- improve knowledge and understanding of safeguarding, with particular regard to dealing with allegations.
- implement robust procedures in the event of any allegations against adults in the home,
- keep a record of all required information about children, including their full name, date of birth, name and address of every parent and/or carer who is known to the childminder and information about who has parental responsibility for the child.

- maintain a daily record of the names of the children being cared for on the premises and their hours of attendance.
- implement consistent procedures to manage children's behaviour to help children understand what is expected of them.
- devise and implement an educational programme, which consistently motivates and engages children in fun and purposeful play.
- use observations and assessments of children's learning to plan for what children need to learn next.
- ensure systems are in place to promote a two-way flow of information with parents and staff at other settings children attend, to help build on learning which takes place elsewhere.