

# Childminder Report

## Inspection date

1 May 2015

## Previous inspection date

20 January 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The childminder does not ensure that children are able to help themselves to a drink when they are thirsty, as fresh drinking water is not accessible or freely available.
- The childminder does not obtain written permission from parents prior to administering medication to children in her care.
- Some toys and resources are stored out of children's reach. This does not enable them to make their own choices or extend their own play. Some areas of learning are not fully promoted for young babies as they are less well resourced and/or planned for.
- The childminder has not yet established ways of sharing information regarding children's next steps in learning with other providers, where care is shared.

### It has the following strengths

- The childminder has recently updated her safeguarding training. She knows the signs and symptoms of abuse and where to refer any concerns she may have about a child in her care. She has procedures for the safe and appropriate use of mobile telephones and cameras, which can be clearly explained to parents, carers and others.
- The childminder is keen to make improvements to her provision. She continues her professional development through training, research on the internet and attending childminder forum groups. This has a positive impact on some aspects of her practice, such as her teaching skills.
- The childminder consistently praises children and enthusiastically acknowledges their achievements to promote their self-esteem. Babies are settled and enjoy the attention and interaction they receive from the childminder. Children behave well. Consequently, all children are happy and confident in her home.
- The childminder has developed useful partnerships with parents, which promote consistency in children's care and learning.

## **What the setting needs to do to improve further**

### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that fresh drinking water is available to children at all times
- ensure that medicine, both prescription and non-prescription, is only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer.

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

- review the organisation and provision of the toys and resources to enable children to make their own choices, extend their play, explore and investigate
- promote communication for babies and young children even further, for example, by providing activities such as storytelling and singing rhymes
- enhance the arrangements for partnership working with all providers with whom children's care is shared, by sharing information regarding children's next steps in learning.

### **To meet the requirements of the Childcare Register the provider must:**

- provide access to fresh drinking water for children at all times (compulsory part of the Childcare Register)
- keep a record of any medicine administered to any child who is cared for on the premises, together with a record of a parent/guardian/carer's consent (compulsory part of the Childcare Register)
- keep a record of any medicine administered to any child who is cared for on the premises, together with a record of a parent/guardian/carer's consent (voluntary part of the Childcare Register).

## Inspection activities

- The inspector observed activities and the quality of teaching.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation, including policies, procedures, medication, risk assessments and self-evaluation.
- The inspector discussed the suitability and qualifications of adults living and working on the premises.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector viewed all areas of the home used by the childminder for childminding and the toys and resources.

### Inspector

Karen Laycock

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

The childminder observes, assesses and monitor children's learning and development effectively. She knows the children well and what they can and cannot do. She completes the progress check for children between the ages of two and three years and shares a written summary with parents. The childminder has an acceptable range of resources to help to promote children's development in all areas of learning. However, some resources, such as writing, creative and information and communication technology, are not freely available for children to make choices and extend their own play. Additionally, there are fewer resources to develop babies' exploratory and investigative skills, such as textured resources. This means children are not fully prepared for their next stage of learning, including school. Children are encouraged to use their imagination well. For example, they play with small-world people and resources. The childminder interacts well with the children and asks thought-provoking questions, such as 'Where do you think the train is going?' This encourages children to extend their vocabulary and promotes their thinking skills well. The childminder has ongoing conversations with babies. However, babies do not benefit from activities, such as singing and storytelling, to further enhance their developing communication skills. Mathematics is promoted as the childminder supports children to count and describe the size of the cars and trains.

### **The contribution of the early years provision to the well-being of children requires improvement**

The childminder works with parents to provide healthy meals and snacks. She provides daily opportunities for children to enjoy fresh air and be physically active. However, she does not promote children's well-being further by ensuring that fresh drinking water is available at all times. That said, the impact on children's welfare is minimal as the childminder provides drinks during snack and mealtimes. Children develop their social skills during visits to different settings where they play with other children. Children learn to take turns and share and so they gain vital personal skills. Older children encourage babies to join in their play. The childminder promotes children's independence skills well. This equips children with some skills for life.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The childminder has made significant improvements since her last inspection. Suitability checks are carried out for family members who are regular visitors to the home. The childminder exchanges some information with other providers, where care is shared, about children's development. This is still work in progress as she does not yet effectively share information about children's next steps in learning. She holds a current and appropriate paediatric first-aid qualification. However, she has not ensured that her practice in relation to administering medication is in line with legal requirements. Despite this, the impact on children's safety is minimal because she takes clear verbal instructions from parents. She also ensures the medicine bottle is labelled clearly with the child's name and the dose she needs to administer.

## Setting details

<b>Unique reference number</b>	EY289850
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	1004955
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20 January 2015
<b>Telephone number</b>	

The childminder was registered in 2004. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays.

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