

# Childminder Report

## Inspection date

2 June 2015

Previous inspection date

25 January 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
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		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is inadequate

- The childminder has insufficient knowledge of child protection procedures. She is not clear about the procedures to follow when concerns are raised about children's welfare and safety, and what to do in the event of an allegation being made against herself or a family member.
- The childminder is not aware of the requirement to complete the progress check for children aged between two and three years. This means the childminder does not provide parents with a written summary of their children's progress.
- Opportunities for children to develop early writing skills as part of play are not always encouraged enough.
- The childminder does not carry out self-evaluation. As a result, she is unable to identify areas for improvement to develop the service and improve children's learning.

### It has the following strengths

- The childminder has a warm and caring nature. This means that children develop an attachment to her, which has a positive effect on their emotional development.
- The childminder acts as a positive role model, as a consequence, children are developing an understanding of acceptable behaviour. Children's self-esteem is enhanced because the childminder offers lots of praise and encouragement.
- Partnerships with parents and others are well established and make a helpful contribution to meeting children's individual needs.

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

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

- improve knowledge and understanding of child protection issues, with particular regard to the procedures to follow if there are concerns about children's safety or welfare, and the procedures to follow in the event of an allegation being made against the childminder or a member of the household
- complete the progress check for children aged between two and three years and provide parents with a short written summary of their child's development in the prime areas.

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

- provide more opportunities for children to access a wide range of writing tools, in order to develop early writing skills as they play
- strengthen the processes to review the quality of the provision, in order to set challenging targets to secure continuous improvement.

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

- attend child protection training, in order to identify and act on any indications that a child may be suffering from abuse (compulsory part of the Childcare Register).

## **Inspection activities**

- The inspector observed activities and discussed these with the childminder.
- The inspector discussed with the childminder how she carries out children's observations, assessments, and planning and a selection of policies.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector checked evidence of the childminder's qualification and the suitability of all adults living in the home.

## **Inspector**

Janet Fairhurst

## Inspection findings

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

The childminder has a basic understanding of how to support children's learning and development. She gains some information from parents about their children, and watches their play and behaviour to gain a general view of their starting points. The childminder demonstrates that she is adequately aware of each child's abilities. She describes where they are in their learning and development and uses her experience to gauge whether this is inline with, above or below developmental milestones for their age. Overall, children are suitably supported in gaining some of the skills that they need to be ready for school. For example, mathematical skills are fostered as the childminder encourages children to count. At times, children make marks and attempt to create letters and sounds but opportunities to do so are not consistently available. This is because the childminder does not always ensure resources, such as pens, pencils and crayons, are available for children to access freely. The childminder interacts well with children to promote their speaking and listening skills. She engages children in conversations and asks questions to encourage them to express their thoughts and ideas.

### **The contribution of the early years provision to the well-being of children is inadequate**

Children's safety and well-being are compromised due to the weakness within leadership and management. This is because the childminder does not have sufficient knowledge and understanding of safeguarding issues to ensure that children remain safe. Nevertheless, the childminder creates a positive environment, warmly welcoming each child and their family. Appropriate settling-in arrangements reassure children and enable the childminder and parents to exchange information about each child, so she begins to understand their care, health and learning needs. The childminder helps children understand about how to keep themselves and others safe. For example, they learn how to cross roads safely and how to evacuate the premises in an emergency. Furthermore, the childminder supervises children well, so they learn to take manageable risks as they climb on the large apparatus in the park. This increases children's confidence in a safe environment.

### **The effectiveness of the leadership and management of the early years provision is inadequate**

The childminder's knowledge of the procedures to follow should she need to make a referral to the relevant agencies to protect children from harm and neglect is weak. Furthermore, she has no knowledge of the procedures to follow if an allegation is made against herself or a member of her family. As a result, children are not effectively safeguarded. Despite holding an appropriate qualification at level 3, the childminder has not kept up to date with changes to legislation or practice. Consequently, she is not fully aware of the progress check for children aged between two and three years, in order to support them to make good progress. For example, she is not aware of the requirement to provide parents with a short written summary of their child's development between the ages of two and three years. The childminder does intermittently reflect on activities to see what can be improved. However, this is not sufficiently robust to ensure that all

requirements are met or to identify clear areas for improvement. This does not demonstrate a positive attitude towards developing her practice to improve the provision for children.

## Setting details

<b>Unique reference number</b>	401589
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	868947
<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>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	25 January 2011
<b>Telephone number</b>	

The childminder was registered in 2001 and lives in Rothbury. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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Piccadilly Gate  
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