

# Childminder Report

## Inspection date

8 June 2015

## Previous inspection date

10 December 2014

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 is not always managing the administration of medications to younger children to consistently promote their safe and effective care.
- The childminder is not always making effective use of her assessments to identify and plan for children's individual learning needs and good progress.
- Partnerships with all parents are not yet fully established. For example, the childminder is not always utilising what parents know about their child's learning at home to support planning for children's best possible progress.
- The childminder's arrangements for evaluating the service and children's achievements over time are not yet robust enough, or involve others to secure and sustain improvement.

### It has the following strengths

- The childminder plans activities around children's likes and choices. She supports older children's love of transport by taking them on outings and visits, using buses and trains.
- The childminder meets children's individual care needs, such as settling babies to sleep, in line with their own routines. As a result, children are happy and content in the childminder's care.
- The childminder supervises children's play and she provides age-appropriate resources so that they play safely. The childminder has a sound understanding of child protection issues, which means she protects children from harm.
- Since the last inspection, the childminder has made use of training to improve her practice and understanding of child development. As a result, she now uses guidance more frequently to understand stages of development and how young children learn at different rates.

## What the setting needs to do to improve further

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

- ensure all non-prescription medication administered to children is kept with the written permission of parents, and ensure a written record is kept each time medication is administered
- routinely use information from assessments to ensure children's identified learning needs are consistently and accurately identified and planned for, to support their good progress.

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

- strengthen parent partnerships, by exploring ways to routinely find out about children's learning at home, and use the information to plan for their best possible progress
- make better use of action planning to identify and tackle identified weaknesses, so that clear targets are set to sustain and support children's achievements over time, including involving parents and children in any improvement plans.

## Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector evaluated an activity with the childminder.
- The inspector discussed self-evaluation, action planning and children's learning with the childminder, and looked at a selection of children's records, planning information, suitability checks and qualification certificates.

## Inspector

Helen Blackburn

## Inspection findings

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

Following the last inspection, the childminder now plans activities across all areas of learning. She uses treasure baskets to encourage babies to name objects and explore different materials, textures and objects. They have great fun trying to make the lights flash on the spikey balls, and they show early signs of communication. However, the quality of teaching is variable. The childminder is not always using her assessments to identify clear and focused next steps in learning for all children. The childminder gathers more information from parents about their child's progress when they first start. However, she is not yet utilising what all parents know about children's learning at home once they have settled. As a result, planning is sometimes too generalised and not robust enough to support children's individual learning needs and good progress. Children enjoy the childminder's company. They take resources to her and they are eager to join in the activities.

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

Children have positive relationships with the childminder and they feel safe in her care. Babies approach her for cuddles and she quickly calms them when they are upset or tired. Overall, the childminder promotes children's health. She provides healthy snacks, promotes hygiene routines and encourages outdoor play. However, recently the childminder only sought parent's verbal permission to apply non-prescribed medication, and no record of what she applied was kept. On this occasion, there was no risk to children's health. However, the childminder is not consistently promoting the safe administration of medication. The childminder manages children's behaviour appropriately, such as praising their achievements. She takes children to groups, so that they develop their social skills and relationships with others. This helps children to have the confidence to embrace change, such as starting school or nursery. The childminder organises resources to support children to make safe and independent choices in their play.

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

Since the last inspection, the childminder has taken some steps to address previously identified areas for improvement. She now completes assessments of children's learning, and plans activities to support their learning. Furthermore, the childminder no longer uses the television for background noise. Therefore, children are interacting with each other and concentrating during activities. However, the childminder is not yet making the best use of evaluation to identify and set further targets for improvement. Therefore, ways to sustain and promote good quality teaching and learning is not yet robust. Furthermore, the childminder is not always considering how parents and children are involved in action planning. The childminder carries out risk assessments and safety checks to ensure children play safely. The childminder shares children's experiences and progress with the school or nursery, to promote continuity in their learning.

## Setting details

<b>Unique reference number</b>	311072
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	1001623
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10 December 2014
<b>Telephone number</b>	

The childminder was registered in 1998 and lives in Golcar, Huddersfield. She operates Monday to Friday from 7am to 5.30pm, term time only.

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