

Childminder Report

Inspection date

16 June 2015

Previous inspection date

28 January 2015

| The quality and standards of the early years provision | This inspection: | Inadequate | 4 |
|--|-------------------------|-------------------|----------|
| | Previous inspection: | Inadequate | 4 |
| How well the early years provision meets the needs of the range of children who attend | | Inadequate | 4 |
| 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 does not meet legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is inadequate

- The childminder does not have a good enough understanding of how children learn and develop. Resources are limited and do not adequately cover the seven areas of learning. As a result, children are not sufficiently challenged and quickly lose interest in activities.
- The childminder does not carry out accurate assessments of children's progress in order to use them to decide what children can do, what they need to do next and what activities she should plan.
- Children's behaviour is not managed consistently. As a result, they are unsure of what is expected of them and are less able to manage their own feelings and behaviour.
- The childminder does not always make sure that risks to children's safety are minimised, by reducing the possibility of accidents and using appropriate safety equipment.

It has the following strengths

- The childminder has recently attended safeguarding training. This means she has developed a reasonable understanding of the procedures to be followed should she have concerns about the children in her care.
- Children are settled in the childminder's home and are cared for with warmth and affection.

What the setting needs to do to improve further

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

- develop a secure knowledge and understanding of how children learn and develop in order to improve the quality of teaching
- observe and assess all children's learning and use the information gained to plan activities that support them to make good progress in all areas of learning
- improve the range and accessibility of resources so that they adequately cover all areas of learning, engage children's interest and provide them with sufficient challenge
- ensure that children are provided with consistent messages about the rules and boundaries in the setting, so they understand what is expected of them and learn to manage their feelings and behaviour
- ensure that all necessary measures are taken to minimise the risk of accidents to children, with particular regard to the use of equipment, such as high chairs.

Inspection activities

- The inspector observed the childminder engaging in activities with the children and discussed the learning that was taking place.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector looked at the available records, including a range of policies and procedures including the safeguarding policy.

Inspector

Claire Jenner

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is inadequate

Children do not make enough progress in their learning or gain the skills they need for the future. This is because the childminder does not understand how children learn and develop. She has access to the necessary guidance, including information about the progress check for children between two and three years. However, the childminder does not understand how to implement the learning and development requirements appropriately in her setting in order to promote children's progress. She does not effectively observe or assess children in order to determine their ability, or identify any next steps in their learning. The quality of teaching is weak. For example, the childminder sits with children as they attempt to complete jigsaw puzzles and build with bricks. However, her limited enthusiasm and interaction means that children are not challenged and therefore quickly lose interest. The childminder provides some activities and resources which children can access independently. However, these lack challenge, are not well presented and are not always used well enough by the childminder to motivate and engage children.

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

The childminder is not always consistent in managing children's behaviour and helping them to understand what is expected of them. For example, the removal and return of toys and resources without explanation results in children being confused, angry and upset. As a result, they are not given the opportunity to learn boundaries for behaviour and to manage their feelings, in readiness for school. In addition, the childminder does not use equipment appropriately increasing the risk of accidents. For example, safety straps are not consistently used on high chairs, and children use inappropriate eating utensils at mealtimes. Children have developed close attachments to the childminder and they approach her with confidence and affection. She provides foods and drinks that are mainly healthy, so that children become aware of foods that are part of a balanced diet. Children have opportunities to visit the local park with the childminder. This means that they benefit from fresh air and physical exercise. In addition, they have opportunities to meet and play with other children. The childminder gathers information from parents about children's individual care needs and routines. This helps children to settle quickly.

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

The childminder does not adequately evaluate her own practice. She has been unable to identify weaknesses in her practice and consequently there are breaches in the legal requirements. Since the last inspection the childminder has attended some training in an attempt to improve her knowledge and understanding. In addition, she has obtained copies of the relevant requirements and supporting guidance needed to help her practice to develop. However, she has been unable to implement these in her setting to raise the quality and care and learning to a good level. The childminder has taken on board advice and guidance from local authority advisors. She has attended safeguarding training, which

means she has an adequate knowledge and understanding of the action she would take should she be concerned about a child in her care. The childminder has improved the records that she keeps on children and now has details of who to contact in an emergency.

Setting details

| | |
|------------------------------------|-----------------|
| Unique reference number | 226753 |
| Local authority | Leicester City |
| Inspection number | 1005816 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Name of provider | |
| Date of previous inspection | 28 January 2015 |
| Telephone number | |

The childminder was registered in 1992, and lives in the city of Leicester. She operates all year round from 5.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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