

# Childminder Report

## Inspection date

18 June 2015

Previous inspection date

29 April 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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		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 assess children's progress accurately enough to ensure that she has a clear picture of each child's stage of development.
- The childminder's documentation to ensure children's safety and welfare is not always fully completed or readily accessible.
- The initial information about children's learning that the childminder obtains from parents is not sufficiently detailed. This means she cannot fully identify children's precise learning needs.

### It has the following strengths

- Children's language and communication skills are supported well. She talks to children constantly and expands activities through songs and rhymes.
- Children benefit from close relationships with the childminder. They are happy and feel secure in her home.
- The childminder has a secure knowledge of safeguarding children. Regular checks of her home and a clear understanding of the possible indicators of abuse ensure that children are well protected.
- Children and their families are valued and included. Positive partnerships with parents ensure that children's care needs are fully supported.
- Children follow good hygiene routines. They enjoy healthy snacks and meals, which promote their good health.

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

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

- implement an effective process to observe and assess children's progress across the seven areas of learning and use this information to help children make good progress, for example, by planning challenging activities that are linked to children's next steps in learning and ensuring any gaps in development are quickly addressed
- review the organisation of documentation to make sure that records are complete and readily available, particularly in regards to records relating to information about the child.

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

- extend the level of initial information obtained from parents to include further detail of children's development, in order to plan more precisely for their continued progress from an early stage.

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

- maintain a record of the name, home address and date of birth of each child who is looked after on the premises (compulsory part of the Childcare Register)
- maintain a record of the name, home address and date of birth of each child who is looked after on the premises (voluntary part of the Childcare Register).

## **Inspection activities**

- The inspector had a tour of the provision with the childminder, including the outdoor environment.
- The inspector observed children's activities and routines.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at the childminder's policies and procedures and documentation relating to the children's development.
- The inspector looked at documentation regarding the childminder's suitability and qualifications for working with children.

### **Inspector**

Susan Wilcockson

## Inspection findings

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

Children enjoy their time with the childminder and they are suitably occupied. The childminder develops her knowledge of children as she observes them during play to identify their interests. However, she does not use the information gained from these observations to monitor precisely where children are in their learning or to identify any concerns about their progress. Consequently, planning for children's next steps in learning does not always offer the challenge needed to promote learning effectively across all areas. Children's spoken language is developing because the childminder models language and engages children in purposeful conversations throughout the day. She provides some interesting activities, which means that children are keen to participate. Children join in songs and rhymes and develop their physical skills as they pretend to be frogs jumping from a log. They enjoy water play and develop the skills needed to think as they examine which pretend creatures float and which sink.

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

The childminder invites children and their parents to visit before they attend and collects information about children's care needs. This ensures that children settle well and are emotionally secure. However, the childminder does not consistently gain further information from parents about what their child has already achieved. As a result, the childminder is unable to plan precisely for children's progress from the start. The childminder is a positive role model and acknowledges children's achievements with praise and encouragement. This helps to build their self-esteem and confidence, ready for their next stage in learning. Children develop a suitable understanding of healthy lifestyles and have daily access to fresh air. They benefit from attending toddler groups in the community to develop their social skills. These outings help to prepare children emotionally for their move to school.

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

The childminder has a general understanding of the requirements of the Early Years Foundation Stage. However, the documentation relating to information about the children she cares for is not always completed in full or readily accessible. Nevertheless, the impact on children's safety and welfare is minimised as the childminder maintains the contact numbers of parents in case of an emergency. The childminder is qualified and has accessed some relevant training, such as in safeguarding and first aid. She has reflected on her practice and identified areas for improvement. For example, she has identified the need to enhance her outdoor space to provide for the youngest children in her care. The childminder has a suitable understanding of working with other providers children attend. Parents receive daily feedback of their children's day and they comment positively on the childminder's care and their children's enjoyment of the activities.

## Setting details

<b>Unique reference number</b>	300091
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	867214
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29 April 2009
<b>Telephone number</b>	

The childminder was registered in 1992 and lives in the Walkley area of Sheffield. She operates all year round from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a qualification at level 2.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

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