

Childminder Report

Inspection date

29 April 2015

Previous inspection date

18 November 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Met	
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 does not meet legal requirements for early years settings			

Summary of key findings for parents

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

- The childminder does not have a secure knowledge of whom to contact in the first instance in the event of an allegation being made against her or a member of her family. Although the childminder always informs parents verbally if an accident happens when children are in her care or if she gives them medication, she does not keep an appropriately detailed written record.
- The childminder does not yet have a secure knowledge of the different areas of learning and the assessment requirements in the Early Years Foundation Stage. This limits her ability to consistently plan and provide sufficiently challenging activities and experiences across all areas of development.
- The childminder's programme for professional development is not always sufficiently focused on improving the quality of teaching.
- Children have less opportunities to use resources that allow them to play imaginatively and make connections with their own everyday experiences.

It has the following strengths

- The childminder has warm relationships with the children and close bonds are evident. Children are confident and settled. They enjoy their time with the childminder.
- Children benefit from good hygiene routines and a range of healthy meals and snacks. Together with plenty of physical exercise in the fresh air, this promotes their general well-being and supports them to develop healthy lifestyles.
- The childminder knows how to keep children safe. She assesses risks and minimises hazards. As a result, children play and learn in a safe environment.
- The childminder is experienced and knows how young children learn. She treats each child as an individual. All children, including those with special educational needs or disabilities, therefore, benefit from her special attention and interest in their 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 the procedures to follow in the event of an allegation being made against a member of the childminder's household; this refers to which agency should be contacted following the allegation
- establish a system for recording each time a medicine is administered to a child and of accidents or injuries that occur and first-aid treatment given
- improve understanding and knowledge of the Early Years Foundation Stage learning and development requirements in order to consistently plan more challenging activities and experiences for children and make more accurate assessments of their progress.

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

- look for ways to further enhance the quality of teaching so that children make good progress
- build on children's opportunities to engage in rich imaginary play and to make connections with everyday life.

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

- implement a written statement of procedures to be followed for the protection of children, intended to safeguard children being cared for from abuse or neglect, which includes the contact details in the event of an allegation being made against a member of the childminder's household (compulsory part of Childcare Register)
- keep a record of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, together with a record of a parent's consent (compulsory part of Childcare Register)
- keep a record of accidents that occur on the premises where childcare is provided (compulsory part of Childcare Register)
- implement a written statement of procedures to be followed for the protection of children, intended to safeguard children being cared for from abuse or neglect, which includes the contact details in the event of an allegation being made against a member of the childminder's household (voluntary part of Childcare Register)
- keep a record of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, together with a record of a parent's consent (voluntary part of Childcare Register)
- keep a record of accidents that occur on the premises where childcare is provided (voluntary part of Childcare Register).

Inspection activities

- The inspector viewed all areas used by children.
- The inspector observed the childminder playing and interacting with the children.
- The inspector spoke to the childminder and children throughout the inspection as appropriate.
- The inspector looked at children's assessment records.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety. She also checked evidence of the suitability of the childminder and other adults living at the premises.
- The inspector took account of the written views of parents and carers included in the childminder's documentation.

Inspector

Lucy Sumner

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 knowledge of the learning and development requirements of the Early Years Foundation Stage this means that on occasion teaching is variable. She is, however, experienced and intuitively knows how to meet children's individual learning and development needs. She knows the children well and interacts accordingly with them as they engage in an imaginary shopping game. For example, the childminder develops each child's language separately, either by introducing new words or repeating familiar words. Children use an interactive cash register and enjoy the noises and lights as they swipe credit cards and add money to the drawer. They use number names as they play, saying how much things cost. As a result, all children make progress and are prepared in basic skills for the next stage in their learning or school. Children have independent access to a suitable range of toys. However, they have less opportunity to use resources that enable them to make connections with everyday experiences to extend their imaginative play.

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

The childminder gives medication according to the given instructions, but does not keep a written record that she has done so. Similarly, although she takes appropriate action if children have accidents and administers first aid effectively, she does not keep a written record of this. Children's welfare is, therefore, not fully assured. Children's overall well-being is promoted as the childminder provides a safe, child-friendly environment. The childminder is a good role model to the children. She has realistic expectations for behaviour and teaches children to be polite, show kindness to one another, to share toys and equipment and to take turns. The children learn how to keep themselves safe by practising how to leave the building in an emergency. The childminder gives the children plenty of praise, to which they respond positively. This promotes their self-esteem.

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

The childminder has a satisfactory knowledge of the signs and symptoms of abuse and what action to take if she is concerned about a child. She is less familiar, however, with the correct agency to contact initially in the event that someone makes an allegation against her or someone in her family. As a result, children's welfare is not fully safeguarded. The childminder completes compulsory training, such as paediatric first aid and safeguarding. However, her programme for professional development is not focused on her weaker areas of practice. As a result, she is not improving the quality of teaching. Strong partnerships exist between the childminder and other professionals. She liaises closely with external agencies who provide specialist care and advice for children with special educational needs or disabilities. In addition, she sees and occasionally contributes to the learning records from other settings that children attend. This results in continuity and effective partnership working to promote children's welfare and learning. Written feedback from parents is overwhelmingly positive. This contributes to the childminder's evaluation of her practice, which identifies strengths and priorities for improvement.

Setting details

Unique reference number	155725
Local authority	Hertfordshire
Inspection number	957193
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	18 November 2011
Telephone number	

The childminder was registered in 2001 and lives in Croxley Green. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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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