

# Childminder Report

**Inspection date**

7 August 2015

Previous inspection date

26 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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:**

- Children do not always have sufficient indoor floor space or daily access to a safe and well maintained outdoor area. This means that resources are under used and activities lack challenge. Consequently, children's learning and development is not fully supported to enable them to make good progress and to ensure their good health and well-being.
- The quality of teaching is not consistently good enough because adults do not plan their time well enough to effectively support children's play and learning.
- The progress check at age two is not completed and given to parents within a timescale that allows them to share information with the health visitor as part of their child's development review when they are two years old.
- Information from parents' about their child on entry does not fully inform the childminder's assessment of the child's starting points.

### **It has the following strengths**

- Adults are kind, caring and approachable. They know the children well and form secure and settled relationships with them. This supports children's emotional well-being and helps ease the move from home to the childminder's.
- Children follow good hygiene routines. They are well supported in their toilet training and are confident to say or indicate when they want to use the bathroom. They are developing independence and confidence in their personal routines and this supports their move to school.
- The childminder works closely with parents and other professionals to support children's communication and language development. This means, the gaps in children's attainment are narrowing.

## What the setting needs to do to improve further

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

- make better use of indoor space and the resources, by planning clear learning intentions covering all seven areas of learning, showing what children are expected to learn from activities, indoors as well as outdoors.
- promote children's physical health and well-being, by providing access, on a daily basis, to a safe and clean garden area or other outdoor activity area.
- improve the quality of teaching by ensuring adults make better use of their time to support children's good progress.

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

- improve the assessment arrangements of children's prior skills, knowledge and understanding on entry to the setting and the information given to parents of their child's on-going progress.

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

- ensure the premises and equipment used for the purposes of the childcare are safe and suitable
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## Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, inside the home.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observations with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as policies and procedures, planning and assessment records and evidence of the suitability of assistants working with the childminder.

## Inspector

Lorraine Anne Lawton

## Inspection findings

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

Children mainly choose what to play with during their time at the childminder's. This develops their independence and they have fun. However the lack of attention to planning to ensure children use all of the available space, both indoors and outdoors, means that their learning is not maximised. For example, during the mornings, up to ten children play with a limited range of toys in a small area of the playroom. They do not access fresh air and exercise on a daily basis. Consequently, children do not experience a full range of interesting and challenging activities that supports their individual learning and development needs. Too often there are no clear learning intentions linked to the activities provided. The preparation of children's snack and lunch times reduces the adult's capacity to help children gain the most from activities. Adults effectively support children's communication and language development by mirroring what the children say and do. They help children to recognise complex colours, such as peach and to build a tower, starting with the biggest block. Children enthusiastically sing songs and they know the actions to particular nursery rhymes, such as 'ring o ring of roses'.

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

Children have access to drinks and their health is promoted as they wash their hands prior to snack and lunch times. Children feel safe and generally, they behave well. Adults remind children to be nice to each other and explain that if they break a toy, they will not be able to play with it. Children are kept safe because assistants undertake Ofsted suitability checks and the childminder makes sure they have up-to-date first aid training and safeguarding training. She also ensures that no person uses corporal punishment and that staff mobile phones are switched off. The childminder knows what steps to take in the event of a child protection concern. Parents spoken to during the inspection are especially happy with their children's progress and the care their children receive from the childminder and assistants.

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

The childminder has taken some action to improve practice since the last inspection. She has a reasonable knowledge of the Early Years Foundation Stage requirements. However, some aspects of practice are still not good enough. She has started to monitor the quality of the assistant's teaching. Different groups of children are supported to make progress in their learning because the quality of observation and assessment has improved as a result of recent training. However, these new systems are not sufficiently embedded and parents are not kept fully informed of their children's progress.

## Setting details

<b>Unique reference number</b>	EY416315
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	1023546
<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>	18
<b>Number of children on roll</b>	16
<b>Name of provider</b>	
<b>Date of previous inspection</b>	26 November 2014
<b>Telephone number</b>	

The childminder who first registered in 2010 is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, six adult children and two school-aged children in Tividale, Sandwell. The childminder works with two assistants. Children use a living room, play/dining room and toilet facilities downstairs. The living room is also used for children's sleeping. There is an enclosed rear garden for outside play. She holds a formal childcare qualification equivalent to Level 3.

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