

Childminder Report

Inspection date	25 August 2015
Previous inspection date	15 March 2011

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		Good	2
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 always recognise when there are hazards in her home.
- Complaints cannot be effectively dealt with because the childminder lacks knowledge of the correct procedure to follow.
- Procedures for sharing information about assessments of the children's progress with parents are not developed enough for all parents to become actively involved in their child's learning.

It has the following strengths

- Teaching is good. The well-qualified and experienced childminder provides a range of resources and activities that interest and challenge children. She provides help when needed to support and extend children's learning. Children are deeply involved in activities throughout their day. They make good progress and develop the skills they need in readiness for school.
- The childminder promotes children's understanding of the world well. She takes the children on a range of outings to places that interest them. This includes visits to the animal park where they closely observe animals, such as chickens and pigs. They also visit the city centre to explore the local built-up environment.
- The childminder builds positive relationships with children. Children seek her out for close contact and reassurance, thereby, promoting their emotional security.
- The childminder has attended training on how to safeguard children. This has given her a suitable understanding of the possible signs of abuse and neglect. She also knows what to do should she have a concern about any child in her care.

What the setting needs to do to improve further

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

- ensure that risk assessments are thoroughly conducted, identifying all aspects of the environment which pose a risk to children
- develop a procedure for dealing with concerns and complaints.

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

- develop more successful strategies to engage all parents in their child's learning.

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

- take all necessary measures to minimise any risks to the health or safety of the children (compulsory part of the Childcare Register)
- provide a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children (voluntary part of the Childcare Register)
- provide a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed activities in the childminder's home and viewed the garden.
- The inspector held discussions with the childminder and jointly reviewed an activity with her.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the childminder's suitability, training and qualifications, and the childminder's self-evaluation and improvement plan.
- The inspector took account of the views of children spoken to on the day.

Inspector

Linda Yates

Inspection findings

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

The childminder accurately assesses children's learning through observation and interaction. She uses suitable guidance to benchmark children's achievements. As a result, she plans experiences and opportunities that help children make good progress in their learning. The childminder regularly shares her observations of children with parents. However, she provides fewer opportunities to share information with parents about their child's stage of development. Consequently, not all parents are fully involved in their child's learning. Children investigate and explore the malleable dough. The physical skills needed for writing and drawing are refined as children roll, poke, and shape their dough creations. During this activity the childminder uses commentary, listens to children and introduces new vocabulary in context. She asks questions to extend children's thinking and vocabulary further. The childminder models the movements needed to roll the dough, using talk to describe her actions. The childminder puts a high priority on reading to children. She reads a variety of books in her home and at the library, promoting their literacy skills. Children with special educational needs and/or disabilities are fully supported. This is because the childminder works in partnership with parents and other professionals involved, to help children move forward in their learning and development.

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

The childminder has not fully risk assessed her home effectively. For example, she has not recognised the possible risks posed to children from the low-level glass in the display cabinets in the lounge. The risks, however, are minimised because the childminder constantly and responsibly engages in supervising children at all times. The childminder provides children with a nutritious snack that includes a range of fruits. There is direct access to the garden. Here, children can use the sit-on trucks, tricycles, scooters, slide and climbing frame to develop their physical skills. The childminder provides children with opportunities to experience physical challenge as they regularly visit the local playground to use the climbing apparatus. Children's personal and social skills are effectively fostered. They visit local toddler groups where they learn to socialise, take turns and develop positive friendships.

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

The childminder has a reasonable understanding of her responsibilities. She has begun to identify some strengths and weaknesses in her practice. However, she has not made sure that all requirements are fully met. This is because the childminder has not effectively risk assessed the home environment. Additionally, the childminder lacks knowledge of the correct procedure to follow to resolve any concerns or complaints in a timely way. The childminder monitors the educational programme to make sure children are supported to make good progress in all aspects of their learning.

Setting details

Unique reference number	255063
Local authority	Sandwell
Inspection number	871563
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	15 March 2011
Telephone number	

The childminder was registered in 2000. She lives in Rowley Regis, West Midlands. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She supports children with special educational needs and/or disabilities.

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