

# Childminder Report

**Inspection date**

1 September 2015

Previous inspection date

9 March 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

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

- The childminder has failed to notify Ofsted of all adults living on the childminding premises. Consequently, not all relevant suitability checks have been completed.
- The childminder does not effectively involve parents in evaluating what she does well and what can be improved.
- The childminder does not find out as much as possible about what children know and can do when they first start.

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

- All children, including those with special educational needs and/or disabilities use their language skills well to communicate their needs. The childminder uses clear language and allows children time to respond to questions asked.
- The childminder speaks to parents daily about their children's learning. This enables parents to further support their children's learning at home.
- The childminder knows the children very well. She has a good understanding of how children learn through play and what to do to support their progression. She plans activities and experiences that build on their interests and support them to make the next steps in their learning.
- Children have a warm rapport with the childminder, who is responsive to their needs. This supports children's emotional well-being. She joins in enthusiastically with their play and learning. As a result, children feel comfortable and secure in her care.



## What the setting needs to do to improve further

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

#### Due Date

- |  |            |
|--|------------|
| ■ ensure that any person living on the childminding premises is suitable, which must include obtaining an enhanced Disclosure and Barring Service check (compulsory and voluntary part of the Childcare Register). | 15/09/2015 |
|--|------------|

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

- find out more from parents about their opinions and feedback of the care and learning provided, and use this to set targets for future improvements
- find out more about what children already know and can do when they first start and take this into account when planning initial activities.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector took account of parents' views.
- The inspector checked evidence of the suitability of the childminder and adult members of the household.
- She looked at relevant documentation, such as the childminder's training certificates.

### Inspector

Hayley Ruane



## Inspection findings

### Effectiveness of the leadership and management requires improvement

Overall, the childminder has a suitable understanding of requirements. However, at inspection, it was found that the childminder had not informed Ofsted of all members of her household. This means that not all relevant suitability checks have been completed. This includes one adult not receiving a Disclosure and Barring Service check. However, this adult is not left alone with children. As a result, the impact on children's safety and well-being is minimised. With regard to other aspects of safeguarding, the childminder has a sound knowledge of child protection issues. The childminder works well with other early years settings by exchanging information so that children's care is consistent and their development is promoted. The childminder has a childcare qualification and updates her knowledge by attending training. She reflects on her new knowledge and makes changes to her setting. However, she does not routinely involve parents in this process to ensure that their views are taken into account.

### Quality of teaching, learning and assessment is good

The childminder makes consistent use of observations to plan for children's next steps in learning. She assesses children's development to ensure that children make good progress. However, when children first start, the childminder does not gather enough information about children's prior learning. As a result, she is not able to plan activities to support children's learning right from the start. Children are able to make choices about activities they take part in. For example, the childminder shows children a tin of shells. Children choose what they would like to do. Some use paint and others put shells into a bottle. All children are fully engaged in the activity and learn at their own pace. Consequently, older children develop their understanding of shape and space as they fit shells in to a bottle. Younger children explore the texture of paint on their hands.

### Personal development, behaviour and welfare are good

Children are confident and independent learners. They put on dressing-up clothes and select resources to support their play. Children learn useful social skills, such as, kindness, consideration and how to negotiate and take turns. The childminder takes children to visit different groups, where children are able to make friends and socialise. The childminder is a good role model and praises children's efforts. She encourages older children to resolve conflict for themselves, stepping in only when necessary. The childminder provides children with a wide range of healthy meals and snacks. She provides different foods and praises children when they try them. This supports children's self-esteem and confidence. The childminder provides opportunities for children to develop physical skills when they play outside. They balance and pedal on bikes and push a toy lawnmower.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress from their starting points. Children weigh and measure using scales to help them to develop their skills in mathematics. As a result, children gain relevant skills to help them in readiness for starting school.



## Setting details

<b>Unique reference number</b>	405113
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	869042
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	9 March 2012
<b>Telephone number</b>	

The childminder was registered in 1984 and lives in Bottesford. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding for free early years education for two-, three- and four-year-old children. She holds a childcare qualification at level 3. The childminder supports a number of children with special educational needs and/or disabilities.

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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