

# Childminder Report

## Inspection date

21 September 2015

Previous inspection date

12 October 2011

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Inadequate</b> | <b>4</b> |
|---|-------------------------|-------------------|----------|
|   | Previous inspection:    | Good              | 2        |
| Effectiveness of the leadership and management                |                         | Inadequate        | 4        |
| Quality of teaching, learning and assessment                  |                         | Inadequate        | 4        |
| Personal development, behaviour and welfare                   |                         | Inadequate        | 4        |
| Outcomes for children   |                         | Inadequate        | 4        |

## Summary of key findings for parents

### This provision is inadequate

- The play environment is cluttered and the television is often left on. The environment compromises children's safety due to trip hazards, and the television often distracts children and prevents them from becoming fully engaged in their play and learning.
- The childminder does not help children to understand how to keep themselves safe during their play and activities.
- The childminder does not have a good enough understanding of how to support children's learning. As a result, she fails to provide children with activities that are sufficiently challenging or supportive to help them all make good progress.
- Assessment arrangements are weak. They do not help the childminder to monitor progress and identify gaps in children's learning or their stage of development, to help her to prepare children for the next stage in their learning.
- The childminder does not consistently share information with parents about children's stages of development or gain information from them about children's starting points.
- The childminder does not place enough importance on self-evaluation and reflection. Apart from completing required training, she does not increase her knowledge or skills to help her to improve outcomes for children.

### It has the following strengths

- Children are happy in the childminder's home and develop comfortable relationships with the childminder and other minded children.
- The childminder provides some support for children's language development as she talks to them and asks questions during their play.

## 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:

|   | <b>Due Date</b> |
|---|-----------------|
| <ul style="list-style-type: none"> <li>■ regularly review safety arrangements to help ensure play areas are safe and to minimise risks to children</li> </ul>   | 09/10/2015      |
| <ul style="list-style-type: none"> <li>■ increase children's understanding of risks and of how to keep themselves safe to improve their health and physical development</li> </ul>  | 09/10/2015      |
| <ul style="list-style-type: none"> <li>■ ensure assessments of children's progress are used to identify any gaps in learning and plan challenging activities based on their individual needs to help them move onto their next steps in development and make good progress</li> </ul> | 23/11/2015      |
| <ul style="list-style-type: none"> <li>■ improve understanding of the learning and development requirements to raise the quality of teaching, to effectively support children's learning and development needs.</li> </ul>  | 23/11/2015      |

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

- improve the organisation of play areas to help children to concentrate and focus on their learning
- engage parents more in children's learning, to help them to further support children's learning at home
- increase arrangements for self-evaluation, to help drive improvements in the outcomes for children.

### Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at children's records, planning documentation and a sample of other documentation, including policies and procedures.
- The inspector took account of the childminder's self-evaluation and written feedback from parents.

### Inspector

Samantha Powis

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The childminder lacks understanding of the Early Years Foundation Stage requirements. As a result, children's learning and development is not effectively promoted and, at times, their safety is compromised. Safeguarding is not effective. The childminder does not ensure the premises are safe or help children learn safe behaviour. However, she has an adequate knowledge of the procedures to follow in the event of a child protection concern. The childminder has completed the required training. She has made some improvements since her last inspection, including linking with other settings children also attend. However, despite support from early years professionals, she has not increased her knowledge and skills to improve the quality of teaching or kept up to date with changes to requirements.

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

Teaching is ineffective. The childminder does not provide appropriate activities for children to help them make progress. This is because she lacks a sufficient understanding of their stage of development and next steps in their learning. For example, children are provided with small sticker books to use but younger children are unable to use the stickers as they are too small. This does not engage children and they quickly lose interest. When an opportunity to extend children's learning comes up, the childminder fails to act on it. For example, when older children suggest using the toy computer to write their name, the childminder does not extend their literacy skills. The play environment is disorganised and the television is often on. This distracts children from becoming engaged in their play.

### Personal development, behaviour and welfare are inadequate

Children do not gain a good enough awareness of how to keep safe and play areas are cluttered, creating hazards for children as they move about. Although the childminder encourages children to share and take turns, she does not help them to understand when their behaviour is not safe. For example, when children climb and walk on chairs, putting them at risk of injury. The childminder gains useful information from parents about children's care needs, but limited information about children's starting points. Parents do not always receive enough information about children's progress and development. Children are generally confident and feel secure due to the reassurance they receive from the childminder.

### Outcomes for children are inadequate

Children do not make enough progress. They are not motivated by the activities the childminder provides as these do not reflect their individual learning needs or interests well enough. This means they are not well prepared for the next stage in their learning.

## Setting details

|                                    |                 |
|------------------------------------|-----------------|
| <b>Unique reference number</b>     | 103998          |
| <b>Local authority</b>             | Devon           |
| <b>Inspection number</b>           | 839267          |
| <b>Type of provision</b>           | Childminder     |
| <b>Day care type</b>               | Childminder     |
| <b>Age range of children</b>       | 0 - 8           |
| <b>Total number of places</b>      | 6               |
| <b>Number of children on roll</b>  | 20              |
| <b>Name of provider</b>            |                 |
| <b>Date of previous inspection</b> | 12 October 2011 |
| <b>Telephone number</b>            |                 |

The childminder registered in 1994. She lives in the village of Bow, near Crediton in Devon. The childminder works during school term times from 8am to 6pm.

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