

# Childminder Report

## Inspection date

16 July 2015

Previous inspection date

20 October 2009

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		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:

- The childminder does not always teach children about how to keep safe so they understand how to move around safely.
- The childminder does not fully meet the health and safety requirements. She does not always maintain good hygiene routines in the kitchen or the play areas. Therefore, the childminder does not fully promote children's good health. Although she has some risk assessments, they do not identify all potential risks to children.
- The childminder does not organise some resources well. This means children cannot always make independent choices.
- The childminder does not provide younger children with easy access to a range of creative and writing materials. Therefore, young children have limited opportunities to practise early literacy skills and explore art and design.

### It has the following strengths

- Children make suitable progress in their learning; they are happy, content and confident in the childminder's care.
- The childminder is caring and enthusiastic and supports children's communication and social skills well.
- The childminder is committed to offering an inclusive service and works closely with other professionals and support services to help children with special educational needs and/or disabilities.

## **What the setting needs to do to improve further**

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

- teach children how to keep safe when moving around
- ensure that food preparation and play areas are clean and hygienic so children remain healthy and safe
- ensure risk assessments of the premises identify potential hazards and how these will be removed or minimised.

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

- review the organisation of resources so children can choose toys and equipment independently when appropriate
- provide a variety of creative and writing materials to promote younger children's creativity and early writing skills.

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

- ensure that the premises used for the purpose of childcare are clean and hygienic (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any risks to the health and safety of children (compulsory part of the Childcare Register).
- ensure that the premises used for the purpose of childcare are clean and hygienic (voluntary part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any risks to the health and safety of children (voluntary part of the Childcare Register).

## **Inspection activities**

- The inspector observed children's play indoors and outdoors.
- The inspector observed children's mealtimes and personal hygiene routines.
- The inspector sampled a range of documentation including children's records and the childminder's policies and procedures.
- The inspector took account of written communications from parents and considered their views.
- The inspector read and discussed the childminder's self-evaluation of her practice.

### **Inspector**

Jane Winnan

## Inspection findings

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

Overall, the childminder provides a suitable range of activities to promote children's learning. Children enjoy a threading activity, which helps to develop their coordination and challenges their physical skills. The childminder sings rhymes and asks questions to extend children's vocabulary, and she helps them build sentences. She introduces activities to promote children's mathematical skills. They name and sort animals into pairs, and learn about size. The childminder uses her observations well to identify the children's next steps and plans activities to make learning progressive. However, she does not organise the resources well to promote children's early writing and creativity. The childminder regularly exchanges information with parents about their children's achievements. This provides a shared approach to promote children's learning at the setting and at home. Overall, the childminder builds on children's learning, which means they gain skills to prepare them for their move to nursery or school.

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

The childminder provides a wide range of toys and resources. However, she does not organise these well so that children can make independent choices. The childminder plays alongside children to help them understand how to share and take turns. She praises positive behaviour, which boosts their self-esteem. Although the childminder teaches children about the importance of washing their hands, she does not follow good hygiene practices. For example, some areas of her home are not clean and hygienic. Children help to cut up fruit, which promotes their self-help skills and understanding of healthy food. Children benefit from regular exercise, including trips to the park. They go to toddler groups where they develop their social skills and confidence. The childminder uses these outings to teach children about road safety.

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

The childminder has suitable knowledge of the learning and development requirements and children make progress from their starting points. She knows how to recognise signs of abuse and neglect and how to report concerns to protect children's welfare. However, she does not always maintain good hygiene routines or identify all potential risks to children. The childminder has attended training to develop her knowledge on a wide range of childcare issues. This has a positive impact on the quality of teaching. For example, she uses her knowledge from a literacy workshop to help children learn the names and sounds of letters. The childminder reflects on her practice to plan improvement and seeks the views of children. However, she has not identified some areas for improvement, such as health and safety.

## Setting details

<b>Unique reference number</b>	124356
<b>Local authority</b>	Croydon
<b>Inspection number</b>	840472
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20 October 2009
<b>Telephone number</b>	

The childminder registered in 1997. She lives in Shirley, in the London Borough of Croydon. The childminding service is open from Monday to Friday, 8am to 6pm, all year round. She drops off and collects children from other local childcare provision and schools. The childminder has an early years qualification at level 3. She also holds a British Sign Language qualification at level 2.

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