

Childminder Report



Inspection date	29 October 2015
Previous inspection date	20 March 2009

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The childminder's risk assessments are not thorough enough to identify and reduce all hazards to children's safety. In addition, she does not supervise children adequately and protect them from all hazards to keep them safe. This is also a breach of the Childcare Register requirements.
- Although the childminder trains her assistants on safeguarding procedures as part of their induction, not all assistants are aware of the procedure to follow should they have safeguarding concerns about the childminder, her family or other assistants. This is a breach of the associated requirements of the Childcare Register.
- The quality of teaching varies. During some group times, teaching is not well matched to the needs of all children, so some lose interest. Self-evaluation is not robust enough to ensure improvements are made as required.

It has the following strengths

- The childminder offers children an inviting and well-resourced learning environment. Children develop positive relationships with the childminder. She promotes their emotional well-being effectively.
- The childminder and her assistants are good role models to children and consistently use the same behaviour strategies to help children understand their expectations.
- There are effective relationships with parents. The childminder regularly informs them of their children's development, which helps with continuity of home learning. The childminder also keeps parents well informed of her practices and children's activities.

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 risk assessment is robust and identifies all risks to children, and that action is taken promptly to minimise these risks	14/11/2015
■ train all staff to know, understand and to be able to implement the safeguarding procedures effectively	04/12/2015
■ ensure that induction procedures are robust and staff understand their responsibilities, including supervising children at all times	04/12/2015
■ ensure that organised group activities meet all children's learning needs well.	14/11/2015

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

- reflect on practice in order to evaluate and assess strengths and weaknesses and to drive improvement in children's learning and development.

Inspection activities

- The inspector observed children participating in activities and interacting with the childminder and assistants.
- The inspector spoke with the childminder, assistants, parents and children at appropriate times throughout the inspection.
- The inspector reviewed the children's assessment records and a selection of policies and procedures.
- The inspector carried out a joint observation with the childminder.
- The inspector discussed with the childminder her self-evaluation and induction procedures.

Inspector

Maxine Ansell

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The childminder has not notified Ofsted of changes to her assistants in the required timescale. The childminder carries out some risk assessments and completes a daily check of her premises. However, she does not identify or minimise all hazards to children to keep them safe. The childminder uses a recruitment and induction process to help assistants understand her policies and procedures, and their individual roles and responsibilities. However, not all the assistants have a clear understanding of the safeguarding procedures to protect children's welfare adequately. This places children at risk. The childminder involves parents and the assistants in her self-evaluation methods, for example, through daily discussions and questionnaires. However, she has not identified or addressed key weakness in practice and the effect of these on children's care and learning. The childminder has good working relationships with the assistants. They discuss any concerns about the children's development and the childminder guides the assistants with their professional development.

Quality of teaching, learning and assessment requires improvement

The childminder uses observation and regular assessment to plan the children's next steps of learning. She monitors children's development to ensure that they make progress from their starting points. The children enjoy their time at the childminder's home, completing some activities that promote their current interests and develop their thinking skills. For example, children responded well to adults' good questioning and used their problem-solving skills to build a 'spooky' house from a cardboard box. However, on occasions, the planned activities do not meet children's individual needs and interests. For example, some group times last too long and younger children find it hard to maintain concentration.

Personal development, behaviour and welfare are inadequate

The childminder does not always make sure that children play safely. For example, babies can easily play with hanging blind cords, which are a hazard. Adults teach children good hygiene routines. Children wash their hands independently and know the reasons why. Children understand adults' expectations and learn to take turns and to share. Children behave well. They learn how other children and families differ from themselves. Children have good opportunities to develop their physical skills and enjoy daily outdoor experiences. Adults provide close physical contact to babies to reassure them when needed. Babies explore toys, and sleep when they need to.

Outcomes for children require improvement

All children make typical progress from their starting points, and some exceed this. They become confident communicators who exchange ideas and gain independence in managing their personal needs. Older children learn to count and to recognise their names. Children are ready for their next stage in learning and the move on to school.

Setting details

Unique reference number	EY234723
Local authority	Kent
Inspection number	826428
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	18
Number of children on roll	27
Name of provider	
Date of previous inspection	20 March 2009
Telephone number	

The childminder registered in 2003 and lives in Larkfield, Kent. She cares for children between the hours of 6.30am and 7pm. The childminder is accredited to receive government funding for the provision of free early years education for children aged two, three and four years.

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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