

Childminder Report

Inspection date

17 November 2015

Previous inspection date

23 April 2012

The quality and standards of the early years provision	This inspection:	Inadequate	4
	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 childminder has failed to maintain a current first-aid certificate.
- The childminder is not familiar with the requirement to undertake a progress check for children aged between two and three years.
- The childminder does not obtain sufficient information from parents about what children can do on entry to the setting.
- Ongoing assessment is not used skilfully to identify gaps in children's learning or potential learning experiences to help children make good progress.

It has the following strengths

- The childminder is skilled in describing what is happening and modelling language as children play. This helps children who speak English as an additional language to develop their understanding and their speaking and listening skills.
- Children display confidence and independence in the childminder's care. They develop warm, close relationships with the childminder. This promotes their emotional well-being and helps to reinforce children's sense of belonging.
- The childminder has good, established relationships with other local settings. She takes note of what children are learning at nursery and builds this into her own practice. This provides children with consistency in their learning.

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
■ complete a paediatric first-aid training course	31/01/2016
■ devise better methods to assess the progress children make in their learning and development, to understand their level of achievement and shape learning experiences based on children's interests and learning styles to help them make the best possible progress	31/01/2016
■ ensure the progress check for children between the ages of two and three years is carried out and provide parents with a short written summary of their development in the prime areas of learning.	31/01/2016

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

- involve parents in their children's learning and provide more opportunities for them to share what they know their child can already do when at the start of the placement.

Inspection activities

- The inspector held discussions with the childminder at appropriate times during the inspection. She viewed all areas of the home used for childminding and observed activities, speaking to children at appropriate times while they played.
- The inspector discussed children's learning with the childminder following the observation of an activity.
- The inspector looked at children's observation records, planning documentation and a range of other documentation, including policies and procedures.
- The inspector looked at evidence of self-evaluation and took into account the written views of parents.
- The inspector checked evidence of the childminder's qualifications and the suitability of adults living on the premises.

Inspector

Kim Barker

Inspection findings

Effectiveness of the leadership and management is inadequate

The childminder has failed to update her training in paediatric first aid. In addition, she has poor understanding of the learning and development requirements. The childminder is not familiar with the requirement to provide parents with a written summary of the progress check for children between the ages of two and three years. This limits her ability to identify any gaps in children's development and to access additional support when necessary. The arrangements for safeguarding are effective. The childminder has attended training in child protection. She is aware of the signs and symptoms that would cause her concern about a child's welfare and knows how to respond appropriately. The childminder uses self-evaluation to reflect on her practice. She seeks the opinions of parents in short questionnaires and values the opinions of children that she imaginatively collects.

Quality of teaching, learning and assessment is inadequate

The childminder's teaching practice is variable. She is not clear about how to use ongoing assessment as a way of monitoring children's development. This results in ineffective planning that is not matched to individual children's needs. Children are learning through their play, but they are not supported to make good progress. The childminder helps children to concentrate and remain interested as they take part in an adult-led activity. However, the activity does not include any identified potential learning experiences. This is because the childminder is not clear about how to identify the next steps in children's learning to help them make good progress. Children are not provided with sufficient challenging experiences appropriate to their age or stage of development. The childminder demonstrates and uses descriptive language to engage children's interest. Children learn number names and quantities as they measure out ingredients to make play dough.

Personal development, behaviour and welfare are inadequate

The childminder has taken reasonable steps to manage risks and hazards in her home. She completes risk assessments of any potential hazards and makes daily checks to ensure they are minimised. However, the health, safety and well-being of children are compromised. This is because the childminder has not maintained her first-aid certificate. The childminder engages with parents to find out about children's health and care routines when they first start in her setting. However, she does not gather enough information about children's learning to fully understand their abilities on entry. Nevertheless, the childminder does provide ideas about how parents can enhance children's learning and development at home. The childminder sets out resources and provides activities that she knows interest the children and that they will enjoy taking part in. The childminder takes children to some group activities to meet other children, where they learn to share and take turns.

Outcomes for children are inadequate

Educational programmes are not adequately implemented to support individual children in making good progress. Children are not sufficiently prepared for the move on to nursery or school.

Setting details

Unique reference number	EY291828
Local authority	Wolverhampton
Inspection number	872908
Type of provision	Childminder
Day care type	Childminder
Age range of children	3 - 14
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	23 April 2012
Telephone number	

The childminder was registered in 2005 and lives in Tettenhall, Wolverhampton. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder supports children who speak English as an additional language. The childminder holds an appropriate qualification at level 3.

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