

Childminder Report

Inspection date

17 November 2015

Previous inspection date

15 February 2011

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		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 does not always obtain parents' written consent before giving their children medication. This compromises children's safety and well-being.
- The childminder does not complete and share the required progress check for children aged between two and three years. Therefore, targeted plans involving parents and other professionals are not implemented to quickly close any identified gaps in children's learning.
- The childminder does not always exchange precise information with parents about what children know, understand and can do. Therefore, a shared approach to successfully supporting children's learning and development is not fully established.
- The childminder does not reflect enough on the quality and effectiveness of her provision. She has not devised clear action plans to ensure all legal requirements are met and to promote continual improvement.

It has the following strengths

- The childminder provides a spacious and stimulating learning environment. Children have fun and enjoy easy access to a wide variety of toys and equipment indoors and outside.
- Children are provided with lots of opportunities to mix with other people and learn about the world around them. They enjoy regular outings to community groups and a range of local tourist attractions.
- The childminder has a generally accurate understanding of children's current abilities and tracks their overall progress. Children make steady progress towards the early learning goals.

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 medicine is only administered to children when prior written permission for that particular medicine has been obtained from their parents	25/11/2015
■ ensure that a record is maintained of the circumstances around why medicine is administered to any child	25/11/2015
■ complete the progress check for children aged between two and three years and provide a written summary to parents, highlighting any areas of development which are not as expected.	17/12/2015

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

- enhance the quality of information exchanged with parents to gain a more accurate picture of what children know, like and can do, in order to help promote greater continuity and achievement in their learning
- implement effective systems for monitoring and evaluating all aspects of the provision to effectively identify professional development needs and promote continuous improvement.

Inspection activities

- The inspector viewed evidence of the suitability of all adults living and working on the childminding premises.
- The inspector viewed the parts of the premises used for childminding.
- The inspector observed and evaluated a learning activity with the childminder.
- The inspector looked at a sample of policies, training records and children's assessment records. She also discussed the childminder's self-evaluation.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the views of parents.

Inspector

Carol Johnson

Inspection findings

Effectiveness of the leadership and management is inadequate

The childminder does not implement all legal requirements. She does not reflect robustly enough on the overall quality and effectiveness of her provision. She does not have clear plans for the future and her continuous professional development needs are not accurately identified. The arrangements for safeguarding are not effective. The childminder obtains parents' verbal approval to give medication to their children. However, she does not always obtain parents' written permission before administering each particular medication. This practice compromises children's welfare. The childminder understands the procedures to follow in the event of any child protection concerns. Her home is safe and she robustly assesses and minimises the risks to children while on outings.

Quality of teaching, learning and assessment requires improvement

The childminder is a well-qualified and experienced childcare practitioner. She understands how children learn through play and regularly observes the children in her care, using her findings to help plan their routines and learning experiences. The childminder exchanges some information with parents about children's individual needs, interests and progress. However, this is not always detailed enough to inform precise planning. The childminder tracks children's development using her own assessment process. However, she has not completed the required written progress check for children aged between two and three years. She does not understand the purpose of this check or what is required. Therefore, a clear picture of each child's learning and development at this stage is not shared with parents and other professionals to promptly identify and close any gaps. Children participate in a wide range of learning experiences. For instance, the childminder provides lots of opportunities for them to gain social skills, learn about nature and express their creativity. Pre-school children use their imagination as they act out familiar stories using construction toys and a selection of plastic animals. The childminder uses her teaching skills to encourage children to listen, think and speak. She reads books with expression and asks children questions, keeping them engaged. Children talk excitedly about the characters and remember what happens next.

Personal development, behaviour and welfare are inadequate

Medication procedures are not effectively followed and this compromises children's well-being. Children show increasing confidence in their play and learning. They make lots of choices about what they want to play with and are proud of their achievements. Children form strong bonds with the childminder. She is very patient and speaks to them in a caring and respectful manner. The childminder promptly praises children's positive behaviour, effort and achievement, contributing to a happy atmosphere and children's good self-esteem. Children are provided with daily opportunities for fresh air and physical exercise. They often play outside in the childminder's garden and go on outings to local parks. Parents are very happy with the service the childminder provides.

Outcomes for children require improvement

All children, including those receiving funded early education, make typical progress from their starting points. They are developing some of the skills needed for school and future life.

Setting details

Unique reference number	300203
Local authority	Sheffield
Inspection number	867229
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	15 February 2011
Telephone number	

The childminder was registered in 1995 and lives in Sheffield. She operates all year round from 8am to 6pm, Tuesday, Wednesday and Thursday, except for family holidays. The childminder holds a recognised early years qualification at level 3. She receives funding for free early years education for four-year-old children.

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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