

# Childminder Report

**Inspection date**

7 January 2016

Previous inspection date

15 March 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		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- The childminder has not ensured that all those in sole charge of children have received training in paediatric first aid. Therefore, children are not always cared for by someone who is qualified to attend to minor accidents or injuries.
- The childminder does not fully involve all parents in their children's learning. Parents are not always kept up to date about their children's progress and any areas where they need more support.

### It has the following strengths

- Children develop strong bonds with the childminder. She is very responsive to young children's changing moods and meets their individual care needs well. Parents have high praise for the childminder and comment on her loving nature. They seek guidance from her about a range of parenting issues when they need it.
- The childminder works closely with local pre-schools. She provides activities which complement children's experiences in other settings. She shares with them her observations of children when they attend her setting. This results in a coordinated approach to children's learning.
- Children are very active and busy learners. They are engaged in a good variety of interesting learning experiences which is planned well to capture children's curiosity.
- The childminder and her assistants value opportunities to continue improving their skills and knowledge. Online learning is used to reflect on strategies to encourage good behaviour and to agree a consistent approach. Consequently, children with challenging behaviour are supported well. Children play together amicably in a happy environment.
- Children are learning about healthy lifestyles. They show familiarity with good hygiene routines and make healthy choices at snack time.

## What the setting needs to do to improve further

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

### Due Date

- ensure that any assistant who might be in sole charge of children, for any period of time, holds a current paediatric first-aid qualification. 08/01/2016

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

- review regularly with parents their children's stage of development and agree together what children need to do next so their progress is more rapid.

## Inspection activities

- The inspector viewed all areas of the home that are used for childminding.
- The inspector spoke to the childminder, her assistants and children at appropriate times during the inspection.
- The inspector observed practice and evaluated an activity with the childminder.
- The inspector took account of the written views of parents provided.
- The inspector looked at a range of documentation, including policies and procedures, and records of children's development and learning.
- The inspector checked evidence of the suitability of all those working with the children and checked the childminder's qualification.

## Inspector

Emma Woollard

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. Assistants who are sometimes in sole charge of children, including collecting children from pre-school, have not had training in paediatric first aid. Consequently, the childminder cannot be sure that children will always receive appropriate care in the event of an accident. Adults have a secure understanding of signs and symptoms of abuse. They are knowledgeable about local safeguarding procedures and know how to report concerns about children in their care. The childminder identifies potential hazards in the home and garden. She acts swiftly to ensure any risks to children are minimised. The childminder reflects on practice and sets appropriate targets for her assistants to strengthen their good teaching skills. Clear action plans are in place to continue improving children's experiences and outcomes for the future. The childminder is qualified and experienced. She identifies where any children are beginning to fall behind in their development and plans appropriate support to ensure that gaps are closed quickly. The childminder has systems in place to monitor children's progress over time. However, these assessments are not regularly shared with parents.

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

Adults encourage children to be independent and achieve things for themselves. Children peel their own fruit at snack time and are given time to practise their self-care skills. The playroom and messy room are organised well. Children help themselves to a wide range of resources and make choices in their play and learning. The childminder obtains information from new parents which helps her to identify children's starting points for learning. She observes children and plans activities which provide a good level of challenge. Mathematical development is supported well. Even young children are encouraged to think about heavy and light as they weigh real fruit from their shopping baskets. Resources are planned carefully for children's different stages of development. Children practise their counting skills using pennies and a range of different containers and props to support their understanding. The childminder is knowledgeable about how to support children's speaking and listening skills. Background noise is kept to a minimum and older children's use of computer games is limited to encourage conversation. Adults slowly and clearly repeat back the words that children use to reinforce learning.

### Personal development, behaviour and welfare are inadequate

Children's good health is compromised by the failure to ensure first-aid training is in place for all those in sole charge of children. Children settle quickly in the childminder's care. They develop secure bonds with the childminder and her assistants, who are caring and affectionate. Babies seek out the childminder for cuddles when they are tired. Children learn good manners and they follow instructions well. Adults observe how children engage with activities and ensure they have uninterrupted time to explore the resources. Children are developing good concentration skills. When the garden is out of bounds, children benefit from fresh air and exercise at local parks. The childminder plans regular trips out in the local area and further afield, where children learn about communities beyond their own experience.

### **Outcomes for children are good**

Children make good progress during their time with the childminder. They develop enthusiasm for learning and acquire skills needed for their eventual move on to school.

## Setting details

<b>Unique reference number</b>	209060
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	865594
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15 March 2011
<b>Telephone number</b>	

The childminder was registered in 1991 and lives in Cranwell, Lincolnshire. She operates all year round from 6.25am to 9pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an appropriate level 3 qualification and she works with two assistants.

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