

# Childminder Report

**Inspection date**

11 February 2016

Previous inspection date

16 January 2012

<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		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 ensure that required suitability checks are completed for all adults living on the childminding premises.
- The childminder does not have a clear understanding of the learning, development and assessment requirements. She has not extended her knowledge and understanding of current guidance and legislation.
- Links with other early years providers are established, but are not fully effective in ensuring continuity of learning for children who also attend other early years settings.
- The childminder does not evaluate her practice to identify strengths and areas for improvement. This contributes to the weaknesses of the provision.

### It has the following strengths

- Children are happy in the childminder's care. Relationships are good and children's emotional security is addressed initially with a gradual settling-in period that is agreed with parents in accordance with their child's needs.
- Parents share positive views about the provision. They say that communication is good and they are happy that children's independence is developing well. They describe the childminder's home as a happy and welcoming place.
- The childminder takes children on outings to parks where they are able to gain confidence and skills while accessing large physical-play equipment.

## 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 relevant information about adults living on the childminding premises is submitted to Ofsted in a timely manner so that suitability checks can be completed	19/02/2016
■ develop knowledge and understanding of the current guidance and legislation in order to promote children's care, learning and development effectively	31/03/2016
■ develop an understanding of the progress check for children aged between two and three years so that a short written summary is provided for parents of their child's development in the prime areas of learning	31/03/2016
■ develop the links with all other early years providers in order to fully address continuity of children's learning.	31/03/2016

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

- implement rigorous and effective systems for self-evaluation to identify and prioritise areas for improvement.

### Inspection activities

- The inspector observed activities as children played indoors.
- The inspector discussed teaching methods with the childminder and how she complements children's learning in other early years settings.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the written views of parents.
- The inspector looked at evidence of the childminder's training and checked evidence of the suitability of all adults living on the premises.

### Inspector

Jan Burnet

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Arrangements for safeguarding are ineffective. Required suitability checks for all persons aged 16 years and over living in the household have not been completed. With regard to child protection issues, the childminder is aware of the signs of abuse and neglect and her responsibilities in following local safeguarding procedures if she is concerned about a child. Her home is safe and she ensures that children are continually supervised. The childminder attends training in order to keep her first-aid qualification current. Children on roll in the early years age range also attend other settings and the childminder has developed initial links with the other providers. However, these partnerships are not effective with regard to sharing precise information about individual children and supporting continuity of learning. The childminder is unaware of current learning, development and assessment requirements. She is not aware of the need to complete a progress check for children aged between two and three years or provide their parents with a written summary of this.

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

The childminder is not able to effectively motivate and enthuse children in their learning. While children's progress is in line with what is typical for their age, the childminder does not effectively build on their prior learning from home or the other settings they attend. She does not effectively observe, assess or plan for children's future development based on their interests or their different ways of learning through play. Children practise their manipulative skills while they play with toys that are suitable for their stage of development. They speak confidently and play happily with older children in role-play situations, such as pretending to be mums and dads. Children count and make simple calculations while playing board games. They enjoy looking at books and listening to their favourite stories.

### Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management with regard to the suitability of adults living on the premises compromise children's overall safety. The childminder takes positive steps to prepare children emotionally for moving on to other early years settings and school. For example, children socialise with other adults and children at groups. The childminder ensures that children are physically active. Their good health is promoted effectively. Children behave well. Younger and older children join in and play together cooperatively. Their emerging independence is supported well. They choose and select resources freely and manage their self-care needs. Children behave in ways that are safe for themselves and others and develop an understanding of dangers and how to keep themselves safe. For example, they learn how to cross the road safely.

### Outcomes for children are inadequate

Children are not making as much progress as they can. Although they gain basic skills in readiness for school, their learning is not extended by the childminder. They are not effectively motivated to learn and some activities lack challenge.

## Setting details

<b>Unique reference number</b>	224282
<b>Local authority</b>	Coventry
<b>Inspection number</b>	864319
<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>	4 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16 January 2012
<b>Telephone number</b>	

The childminder was registered in 1989. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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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