

Childminder Report

Inspection date

18 February 2016

Previous inspection date

3 March 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 has insufficient knowledge of the correct procedures to follow to protect children from harm, including how to respond accurately to welfare concerns. These weaknesses compromise children's safety and welfare, and are also breaches of the Childcare Register.
- The childminder has allowed her paediatric first-aid qualification to expire. This does not ensure the safety of the children in her care and is also a breach of the Childcare Register.
- Children lack consistent challenge to aid their future learning. The childminder's use of observation and assessment is not always fully effective to monitor children's ongoing learning needs and meet their changing interests.
- Processes for self-evaluation are not effective. The childminder does not always identify where there are breaches in requirements and address key weaknesses in her practice, including a previous recommendation.

It has the following strengths

- Children are keen to learn and choose from a range of age-appropriate resources. For example, as part of their sensory development, children enjoy exploring pasta and rice using a variety of tools.
- The childminder promotes children's physical health; for example, she offers a range of nutritious foods, such as fruit for snack time and home-cooked meals.

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 knowledge of safeguarding children is up to date, including the procedures to follow in the event of a welfare concern, in line with the guidance of the relevant Local Safeguarding Children Board	17/03/2016
■ obtain a relevant paediatric first-aid qualification to ensure children's safety at all times	04/03/2016
■ ensure systems for monitoring and assessment are effective, in particular to identify and plan for the next steps in children's learning to help them make continuous progress.	17/03/2016

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

- make effective use of self-evaluation in order to identify breaches in requirements and weak areas of practice, assess professional development needs and target actions effectively to improve outcomes for children.

Inspection activities

- The inspector observed the children's learning and the childminder's teaching during a range of activities.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector looked at a sample of documentation, including the childminder's policies and the children's learning records.
- The inspector checked evidence relating to the childminder's suitability to work with children, and reviewed parents' written feedback made available during the inspection.

Inspector
Shana Laffy

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The childminder has a weak understanding of the correct procedures to follow to report welfare concerns in line with the local authority procedures. This puts children at risk. The childminder does not keep her professional knowledge up to date. For example, she is not familiar with all the areas of learning or changes to regulations to ensure she meets children's individual needs fully. The childminder does not evaluate her provision effectively. She has failed to update her first-aid qualification and she has not addressed her previous recommendation fully. For example, she does not always use information from her observations to plan children's next steps in learning effectively. The childminder maintains partnerships with parents. For example, they discuss their children's experiences and contribute to learning records.

Quality of teaching, learning and assessment requires improvement

The childminder generally provides a suitable learning environment and children enjoy exploring with different activities to help them learn some new skills. However, processes for assessing children's learning needs are inconsistent. Despite observing children during play, the childminder does not know how to identify what children can already do and use this information to plan for their next steps in learning. The childminder interacts suitably with children during their play. For example, she asks children questions about their choice of materials for a collage, extending their language and communication skills.

Personal development, behaviour and welfare are inadequate

The childminder does not prioritise children's welfare adequately due to her weak understanding of safeguarding procedures. Furthermore, she compromises children's safety, as she has not maintained a valid paediatric first-aid qualification. This poses a risk to children's well-being, as she does not have up-to-date knowledge of how to manage children's accidents appropriately. Children have some opportunities to gain an awareness of diversity; for example, they learn about different cultural celebrations. The childminder teaches children to follow hygienic practices to prevent the spread of infection. She maintains a clean environment, which is free from hazards. Children learn about their personal safety; for example, during outings, they talk about being safe near roads and wear high-visibility bibs.

Outcomes for children require improvement

Children do not make consistent progress for their future learning. Due to weaknesses in assessing and planning, children do not always receive sufficient challenge during activities to keep them fully engaged. Children do learn how to socialise with others and make friends. Young children develop their smaller physical skills. For example, they enjoy building small towers and then knocking them over.

Setting details

Unique reference number	155034
Local authority	Westminster
Inspection number	841956
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 2
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	3 March 2011
Telephone number	

The childminder registered in 2001. She operates her services from the premises of another registered childminder, in the London Borough of Westminster. She provides care from 8am until 6pm, Monday to Friday, all year round.

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