

# Childminder Report

## Inspection date

9 November 2015

Previous inspection date

25 June 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The childminder has not obtained written permission from parents and/or carers for medication to be administered.
- The childminder has not clearly identified all people who hold parental responsibility for children in her care.
- Children have fewer opportunities to make marks and develop their early writing skills within child-initiated activities.

### It has the following strengths

- The childminder has developed warm and caring relationships with children. She is sensitive to their individual needs. This helps them settle well and effectively promotes their emotional and physical well-being.
- The childminder demonstrates a commitment to ongoing improvement. She has met the actions set at the last inspection and has developed a partnership with the local authority to access ongoing support and guidance.
- The quality of teaching and learning is generally good. Children enjoy the range of activities and experiences the childminder has to offer them.
- The childminder oversees the work of her assistants in order to ensure children receive consistently high levels of care and learning. Additional training is also accessed to enhance the assistants' practice. Children benefit as they are cared for by adults who are continually developing their skills.

## 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:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that written permission for medication to be administered is obtained from children's parents and/or carers</li> </ul>	23/11/2015
<ul style="list-style-type: none"> <li>■ ascertain and record details of any person who has parental responsibility, for each child.</li> </ul>	23/11/2015

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

- enhance opportunities for children to make marks and develop their early writing skills in a variety of different ways, in order to develop their literacy skills.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held discussions with the childminder at convenient times.
- The inspector looked at relevant documentation, such as the childminders self-evaluation and evidence of the suitability of her household members and assistants.

**Inspector**  
Julie Preston

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The childminder supports children's learning adequately. She communicates well with parents and schools to promote consistency of care for children. Safeguarding is effective. The childminder and her assistant have recently updated their training and know what to do if they have concerns about a child's welfare. Most required records are maintained appropriately. For example, risk assessments, accident records and attendance logs are fully completed. However, although the childminder obtains verbal permission from parents to administer medication, the medication records are incomplete. This is because permission to give medication has not always been obtained in writing. In addition, the childminder is not aware of all persons who have parental responsibility for children. The childminder reflects on her practice and shows a positive attitude towards further improvement. She has established partnerships with schools that children attend to help ensure children's care and learning are effectively supported across both settings.

### **Quality of teaching, learning and assessment requires improvement**

The childminder holds an early years qualification and is familiar with the learning and development requirements of the Early Years Foundation Stage. She now uses observation and assessment to provide children with an appropriate range of activities. The childminder talks to children as they play, introduces new words and clearly repeats words back to children in order to enhance their vocabulary. This helps to support children's communication and language skills effectively. Children have opportunities to explore, for example, when digging in the soil, and they have fun planting their own flowers in the garden. However, there are fewer opportunities for children to make marks and develop early writing skills. The childminder fully supports children to use their home languages in conjunction with English and encourages them to share their experiences, in order to help all children learn about the wider world.

### **Personal development, behaviour and welfare require improvement**

Children's well-being is not fully promoted as the childminder has not followed the correct procedures for recording the administration of medication. Children feel safe in the childminder's care and show secure attachments to her. The childminder and her assistant give children lots of warm praise and encouragement which increases their confidence. The childminder supports children's independence skills well, providing resources at low levels to allow them to initiate their own play and learning. The childminder develops children's understanding of safety and how to adopt a healthy lifestyle. For example, she encourages good handwashing practices, promotes healthy eating and develops children's understanding of how to cross roads safely. Children behave well and the childminder provides activities and experiences to help them to understand different communities. This helps them to learn to value and respect others.

### **Outcomes for children require improvement**

Children are supported in their development and make steady progress in their learning from their starting points. They are developing key skills in readiness for the next stage in their learning, including the move on to school.

## Setting details

<b>Unique reference number</b>	EY316453
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	1021409
<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>	0 - 17
<b>Total number of places</b>	12
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	25 June 2015
<b>Telephone number</b>	

The childminder was registered in 2005 and lives in Smethwick, West Midlands. She has two assistants. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a level 3 qualification in childcare.

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