

# Childminder Report

**Inspection date**

16 March 2016

Previous inspection date

15 June 2010

<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 her assistant, who is left in sole charge of children, has maintained her paediatric first-aid certificate.
- The childminder has not gained information about the persons who hold parental responsibility for children.
- The childminder does not make the most of every opportunity to extend children's ability to think critically and make links in their learning.
- Evaluation of the provision is not rigorous enough to identify and address all weaknesses in practice or to maintain continuous improvement.

### It has the following strengths

- Children make good progress in readiness for school. The childminder gathers information from parents about children's starting points and their interests. She uses this information to plan a good balance of child-initiated and adult-led activities. These target children's learning needs from the outset.
- The childminder has a good relationship with parents. She shares information with them about their child's progress and experiences so that they can build on learning at home.
- The childminder provides a nurturing and homely environment. She is caring, affectionate and knows children well. She is attentive to their care needs and children demonstrate that they feel safe and secure in her company.
- The childminder provides children with healthy and nutritious meals. Children learn about the benefits of eating healthily through discussion and interesting activities.

## 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 all persons in sole charge of children maintain a current paediatric first-aid certificate	01/04/2016
■ make sure information is gained about persons who have parental responsibility for children.	25/03/2016

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

- give children more opportunities to fully explore and explain their ideas and demonstrate their ability to think critically
- reflect more closely on the quality of the provision, accurately identifying where practice is weak and taking appropriate steps to improve.

### Inspection activities

- The inspector looked at those parts of the childminder's home used for the care of children. She spoke to the childminder and the children at appropriate times during the inspection.
- The inspector observed teaching and learning activities inside and assessed the impact of these on the children's progress.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector checked evidence of the suitability of all adults living and working on the premises and the evidence of their training.
- The inspector looked at a sample of policies, procedures and children's records. She also discussed the childminder's self-evaluation form.
- The inspector took account of the views of some parents provided in written form.

### Inspector

Rupinder Phullar

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The childminder has not maintained an accurate overview of the quality of the provision to ensure all of the requirements are effectively met. Not enough is being done to ensure the well-being of children. The childminder has not ensured that her assistant has maintained her paediatric first-aid certificate. The childminder has not gained information about the people who hold parental responsibility for children in her care. Therefore, the arrangements for safeguarding are not effective. The childminder is aware of the signs of possible abuse and the procedures to follow to report any safeguarding concerns. She has an overview of the progress that children make. This enables her to quickly identify and address any gaps in children's learning. The childminder attends regular training. She oversees her assistant's teaching practice to ensure that she is effectively supporting each child. This has a positive impact on children's learning.

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

Children play in a well resourced and stimulating environment. The childminder observes children and knows their preferences and what they can already do. She provides a range of experiences that stimulates children's interest and motivates them to learn. Children make independent choices in their play. The childminder joins in and follows their instructions, which encourages them to engage in the activity for longer periods of time. Younger children have lots of opportunities to hear and learn new words and to develop their speech and language skills. They learn to recognise familiar colours as they play. The childminder models and repeats words that children say. She plays alongside them and responds to what they say. This helps younger children to develop the confidence to share their views. The childminder frequently praises children to encourage them to repeat their actions. Older children are articulate and competently use descriptive words as they play. For example, during role play they pretend that there is a fire in a building. They effectively respond to the childminder's questions and describe the location of the fire. Systems are in place to share information about children's progress with staff in other early years settings, when the time comes.

### Personal development, behaviour and welfare are inadequate

Children's welfare is not assured. The childminder occasionally leaves children in sole charge of her assistant who does not hold a current paediatric first-aid qualification. This means that in an event of an emergency the assistant is not trained to follow the most recent first-aid guidance. The childminder also does not obtain information about who has legal responsibility for each child. Children play and learn in a secure environment. They demonstrate strong attachments to the childminder, promoting their emotional well-being. Hygiene practices are well promoted. From a young age children learn that handwashing is important to help maintain their good health. Children play in the childminder's garden and go on frequent outings to the local parks. The childminder has meaningful discussions with children about acceptable behaviour, helping them to learn right from wrong. She teaches them to take turns, share and to use good manners.

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

All children make good progress from their starting points. They are confident, self-assured individuals who are inspired to learn. They have good speaking and listening skills. Children are sociable and love to share what they know with their friends and others. Children are developing the key skills that they need for the next stage in their learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY402358
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	1024443
<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 - 9
<b>Total number of places</b>	8
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15 June 2010
<b>Telephone number</b>	

The childminder was registered in 2009. She lives in Leyton, in the London borough of Waltham Forest. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She works with an assistant.

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