

# Childminder Report

<b>Inspection date</b>	10 March 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
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 does not always implement procedures for administering and recording medication for children consistently, including obtaining parental consent, to promote children's safety and well-being fully.
- The childminder's observation and assessments of children are not always robust enough to help her identify their next steps in learning, which hinders children from making good progress.
- Children's home languages are not always given priority, which prevents children from hearing and using familiar language, to strengthen their learning experience and skills.
- The childminder does not encourage children to become fully independent in managing some care routines, such as in feeding themselves.
- The childminder's processes for self-evaluation are not good enough to help her identify and address areas for improvement in order to enhance children's learning experiences.

### **It has the following strengths**

- The childminder shows genuine care and affection towards the children and, through their interactions, children demonstrate that they feel secure in her care.
- Children enjoy regular opportunities to play outdoors and engage in physical activities to promote healthy lifestyles.
- Children behave well. They are developing an awareness of similarities and differences between themselves and others, to help broaden their knowledge of the wider world.

## What the setting needs to do to improve further

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

	Due Date
■ obtain clear written consent from all parents prior to giving children medication and keep an accurate records of all medicine administered, to promote children's welfare	30/03/2016
■ develop effective procedures for observation and assessment of children's learning to identify and plan for their next steps in learning, to ensure children make good progress.	06/04/2016

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

- continue to promote opportunities for children to use and hear their home languages, to strengthen further their speaking and listening skills
- extend opportunities for young children to become more independent, particularly during their daily care routines
- develop self-evaluation processes to identify and address areas for development and improve the quality of the provision.

### Inspection activities

- The inspector observed the interactions between the childminder and children as they engaged in activities together.
- The inspector engaged in discussions with the childminder about her practice.
- The inspector sampled a range of documentation, including children's records, and the childminder's policies and procedures.
- The inspector checked all areas within the home used for childminding purposes.

### Inspector

Samantha Smith

## Inspection findings

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

The childminder has a suitable understanding of most aspects of her role. However, she does not always obtain parental consent for administering medication to children and does not always keep accurate records to promote children's welfare. Safeguarding is effective. The childminder understands issues relating to child protection; she is familiar with the procedures for reporting any welfare concerns that she may have about a child in her care. The childminder develops suitable links with her local childminder coordinator in order to receive support to develop some areas of her practice. However, she does not always act on this advice fully, particularly in developing her self-evaluation processes to identify and tackle weaknesses and address gaps in her professional knowledge. The childminder suitably engages with parents; for example, she finds out about children's starting points, preferences and interests, to help children settle.

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

The childminder provides a suitably resourced environment, both inside and outdoors. However, although she completes some observation of children's learning, she does not always use information from her assessments to plan what children need to learn next. Children enjoy engaging in suitable learning experiences, including sand and water play, modelling playdough and looking at books. The childminder generally joins in with children's play to support and facilitate their learning. For example, she shows them how to operate and use resources, and generally promotes their language development, such as through repeating words and singing. However, she does not always provide opportunities for children to hear or speak in their home languages to foster their communication and language skills fully.

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

Children generally settle in the childminder's care, although their welfare needs cannot be fully assured, due to weaknesses in administering medication correctly. Children develop an awareness of how to maintain friendships with others. For example, babies enjoy close and caring relationships with the childminder. They confidently make their needs known, such as through their actions and gestures, and the childminder responds to this well. Children's physical well-being is developing well. For example, young children benefit from suitable provision to rest and sleep. However, the childminder does not always extend opportunities for children to strengthen their independence skills, such as in learning to feed themselves during mealtimes.

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

Children do not make good enough progress due to gaps in assessment and planning processes. Despite this, children do gain some key skills to support their future learning. For example, they learn to socialise with others and adopt suitable hygiene practices.

## Setting details

<b>Unique reference number</b>	EY467688
<b>Local authority</b>	Islington
<b>Inspection number</b>	951424
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	3
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2013. She lives in the Essex Road area in the London Borough of Islington. The childminder offers flexible hours throughout the week, including during weekends, and operates her service all year round.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

