

Childminder Report

Inspection date

18 July 2016

Previous inspection date

17 September 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
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 does not consistently implement procedures to keep children safe. Hazards are not identified and suitably minimised. This compromises children's safety and welfare.
- The childminder does not have enough understanding of how children learn or of what they need to learn next. Consequently, children do not make the progress that they should in her care.
- The childminder does not assess children's starting points or the progress they make accurately enough. Planning is not based on children's individual development and what they need to learn next. As a result, children are not challenged effectively to learn new things and make good progress.
- The childminder obtains limited contributions from parents about their children's achievements from home to help her plan activities to further support their learning.
- The childminder does not organise her resources effectively so that children can easily access a wide range and follow their own play ideas and interests independently.
- The childminder has addressed some of the weaknesses from her last inspection. However, she has not developed plans to enhance her knowledge and understanding and raise the quality of her teaching practice. Furthermore, additional weaknesses have emerged which impact significantly on the quality of the provision.

It has the following strengths

- Secure, caring attachments are evident between children and the childminder. Consequently, children exhibit good levels of self-esteem and confidence.

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
<ul style="list-style-type: none"> ■ ensure risk assessment is used effectively to identify hazards and implement safety measures so that children are not exposed to unacceptable risks 	01/08/2016
<ul style="list-style-type: none"> ■ improve teaching practice so children benefit from activities and experiences that match their learning styles and build effectively on what they already know and can do 	01/08/2016
<ul style="list-style-type: none"> ■ develop an understanding of how to use observations and assessments to identify children's starting points, progress and next steps in learning and use information gained from these to plan suitably challenging experiences that help children make good progress 	01/08/2016
<ul style="list-style-type: none"> ■ improve the accessibility and organisation of resources available to children so that they can make independent choices about how to combine these in their play in order to support and enhance their learning. 	01/08/2016

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

- provide more effective ways to help parents routinely share their observations of what they know their children can do at home to further support children's learning
- develop an ongoing programme of professional development to raise the quality of teaching and the learning outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including attendance records, suitability checks, the self-assessment information and children's observation, assessment and planning records.
- The inspector held discussions with the childminder and spoke with children at appropriate times throughout the inspection.

Inspector

Tina Garner

Inspection findings

Effectiveness of the leadership and management is inadequate

Although the childminder has begun to evaluate her service and develop some aspects of her provision she has not thought carefully about her practice and where she might need to make further improvements. As a result, there are breaches of legal requirements. Children's health and safety are compromised and aspects of their learning and development remain weak. The arrangements for safeguarding are not effective. The childminder's risk assessments do not identify and minimise hazards to children. She has not considered the risk of accessible cleaning fluids and plastic carrier bags stored in the kitchen, which is an area used by children. The childminder knows what to do if she has concerns that a child is being abused. A range of appropriate safeguarding policies are in place, which she shares with parents. The childminder attends some training and uses information from childcare organisations to help support her general practice.

Quality of teaching, learning and assessment is inadequate

The childminder carries out some observations of children's progress. However, assessments of children's learning are not accurate and do not identify children's progress or current abilities. Consequently, children's experiences do not challenge them enough to help them make good progress towards their early learning goals. This means that much of the learning that takes place is incidental, not planned. The childminder engages appropriately with children during some planned activities. She encourages them to try new things and helps them to succeed in their attempts. However, at other times the childminder fails to pick up on children's interests and interactions are weak. Consequently, children are not challenged enough and tend to disengage from their play and activities.

Personal development, behaviour and welfare are inadequate

Children's welfare is ineffectively promoted overall due to poor safeguarding practice. The childminder does not use children's curiosity and interest to build further on their learning. The majority of toys and play materials are stored out of children's reach. Those stored within the main play areas are disorganised and cluttered. Consequently, children struggle to independently select from these to support their own learning. The childminder helps children learn how to lead healthy lifestyles. She provides hygienic routines and encourages them to manage their own personal care. The childminder encourages children's good behaviour. She gets to know children and their families well. Generally, appropriate information is shared with parents to ensure continuity for children's care.

Outcomes for children are inadequate

Children do not make enough progress. Teaching remains weak overall. It is not focused enough on children's individual needs. Children's enthusiasm to learn is not promoted. They show some curiosity and eagerness to explore their environment. They also have opportunities to develop their physical skills, such as climbing. However, the majority of activities offer insufficient challenge as they are not closely linked to children's individual learning. Therefore, children are not supported in the best possible way to prepare them in readiness for school and for their future learning.

Setting details

Unique reference number	EY445997
Local authority	Nottinghamshire
Inspection number	1044223
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 14
Total number of places	6
Number of children on roll	13
Name of registered person	
Date of previous inspection	17 September 2014
Telephone number	

The childminder was registered in 2012. She lives in Hucknall, Nottinghamshire. The childminder operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 2.

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