

# Childminder Report

**Inspection date**

21 July 2016

Previous inspection date

27 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

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

- The childminder has addressed the actions and recommendations raised at her last inspection. However, she has failed to follow the correct procedures to ensure that all persons living on the premises have completed the necessary suitability checks.
- The childminder does not obtain information from parents about what their child already knows and can do when they first start, in order to help inform her assessments from the outset.
- Sometimes, the childminder does not provide older children with opportunities to fully support their developing independence.
- The childminder does not fully involve parents when evaluating what she does well and what can be improved. This means that she does not gather feedback from all people involved in the provision, in order to help her improve outcomes for children.

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

- The childminder regularly shares her knowledge and information about what children are learning with schools and other early years settings that they attend. She provides activities that complement the learning taking place, therefore, providing continuity for children.
- The childminder joins in with children's play and builds on their interests and next steps in learning. Children are praised for their efforts and achievements. This encourages them to persist and supports their self-esteem.
- Children show strong attachments to the childminder and her family. They demonstrate that they are emotionally secure in her home.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

### Due Date

- |                                                                                                                                                  |            |
|--------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| ■ ensure that all persons living on the premises have completed a Disclosure and Barring Service check, to ensure children's safety and welfare. | 21/07/2016 |
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**To further improve the quality of the early years provision the provider should:**

- gather more detailed information from parents about children's learning on entry, to help inform the assessment of their starting points
- provide older children with more opportunities to fully support their independence
- review existing methods of gaining parents' opinions of the care and learning provided and use this information to help raise the quality of the provision.

## 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 completed a joint observation with the childminder.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, such as the childminder's training certificates.
- The inspector checked evidence of the suitability of the childminder and adult members of the household.

### Inspector

Hayley Ruane

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. The childminder has a good understanding of the signs and symptoms of abuse and how to keep children safe in her care. She has completed child protection training to maintain her knowledge of how to report any concerns about a child's welfare. However, the childminder has failed to ensure that all family members over 16 years of age have an appropriate Disclosure and Barring Service check. The impact on children's safety is minimal because they are not left alone with the children. The childminder completes daily checks of her home which help her to identify any potential hazards to children and minimise these. She extends her professional development by attending courses and speaking with other childminders. This helps her to support children's good progress. The childminder is aware of her strengths. However, she does not fully involve parents in helping her to identify improvements to her provision.

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

The childminder has a good understanding of each child's individual needs and level of development. She uses observation and assessment effectively to plan learning experiences that help children to make good progress. However, she does not gather information from parents to help her establish children's starting points in learning. She provides activities which excite and challenge children. The childminder takes children on walks into the community, where they collect natural resources to use in their play, such as sticks. Children develop their literacy skills in preparation for future learning and their move on to nursery and school. They remember and recite favourite stories and make marks in sand. The childminder encourages children to talk about their needs and interests. She sings nursery rhymes with them to support their language development.

### Personal development, behaviour and welfare require improvement

Children's welfare is not fully promoted because of weaknesses in leadership and management. Children are physically active in the childminder's garden and visit local parks and places of interest. Children learn about road safety. The childminder reminds them to cross the road safely by holding hands and stopping at the edge of the pavement. The childminder gives children lots of praise and encouragement in their play. She is a good role model and children behave well. The childminder does not fully promote children's independence. They are not provided with enough opportunities to complete tasks by themselves.

### Outcomes for children are good

Children make good progress and are at the appropriate stage of development for their age. They are confident and demonstrate a motivation to learn. They freely explore their environment, both inside and outside. Older children use mathematical language in their play. They count out five marbles as they find them buried in the sand. Children develop social skills at playgroups. They learn to share and make friends.

## Setting details

<b>Unique reference number</b>	EY362669
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1044006
<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>	2 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	27 June 2014
<b>Telephone number</b>	

The childminder was registered in 2007 and lives in Lincoln. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds a childcare qualification at level 3.

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