

# Childminder Report

**Inspection date**

5 October 2016

Previous inspection date

30 November 2012

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

## Summary of key findings for parents

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

- The childminder has failed to supply Ofsted with the required information to check the suitability of all for persons aged over 16 years living at the premises.
- The childminder does not consistently use the information she gathers about children's learning in a timely way so that she can always help them to learn even more.

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

- Children are cared for in an inviting, well-resourced environment. They have opportunities to satisfy their natural curiosity as they explore their surroundings.
- The childminder models language to sustain children's interest and promote their speaking and listening skills. She constantly provides a narrative and introduces new words to extend children's learning. Children listen well and follow instructions. They are given lots of time to think, and to answer and ask questions.
- Children's good health is promoted effectively. They enjoy lots of outdoor play and fresh air. Children are able to experience developmentally appropriate risk in the safe exciting environment provided for them.
- The childminder is committed to maintaining good quality learning and care for children. She exchanges information with her co-childminder to ensure that children's individual needs are met. The childminder seeks guidance and support from other local childcare professionals to make continual improvements to her work with children.

## 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 Ofsted is supplied with the required information to check the suitability of all those living on the premises, over the age of 16, in a timely way.	10/10/2016

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

- focus more precisely on what is known about individual children, so their specific areas of development can be quickly targeted, in order for them to make more rapid progress.

### Inspection activities

- The inspector discussed children's learning with the childminder following the observation of an activity.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector viewed all areas of the home used for childminding and observed activities, speaking to children at appropriate times while they played.
- The inspector looked at children's developmental records, planning documentation and a range of other documents, including policies and procedures.
- The inspector looked at evidence of the childminder's self-evaluation and took into account the written views of parents, as well as those spoken to on the day.
- The inspector checked evidence of the childminder's qualifications and the suitability of adults living at the premises.

### Inspector

Kim Barker

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are not effective. The childminder has obtained a Disclosure and Barring Services check for the member of her family. However, she has failed to ensure that Ofsted is supplied with the relevant information to complete the suitability checks required for persons living on the premises who have reached the age of 16. The childminder fully understands her responsibilities for ensuring that children are supervised at all times. The childminder is aware of the signs and symptoms that indicate when children may be at risk of abuse and understands the procedures to follow in the event of any safeguarding concerns. The childminder implements a good range of policies and procedures to help her run the provision effectively. She takes all reasonable steps to engage parents in their children's learning. The childminder understands her role in working together with other professionals to promote children's learning and development.

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

The childminder promotes children's learning. She understands how children learn and provides stimulating activities and experiences across all areas of learning. There are systems in place to find out about children's likes and dislikes when they first start in her setting. She confidently uses observations as a means of identifying individual children's interests and achievements. However, she does not always use information she collects about children in a timely way. This means that there is not always a strong enough focus on what children need to learn next to help them make the best possible progress they can. Children join in with a music and dance activity. The childminder ensures each child participates at their own pace so that their learning is unhurried. Therefore, children grow in confidence and develop an awareness of what they can do.

### Personal development, behaviour and welfare are good

The rich-learning environment and resources are organised to provide good levels of challenge during children's incidental play. Children learn how to behave when playing with others and they develop a good awareness of sharing. Children are beginning to understand about healthy lifestyles. They are served with healthy meals and snacks. The childminder sits alongside children and chats to them about the foods they are eating. Children form strong bonds with the childminder and demonstrate, by their behaviour, that they feel emotionally secure in her care. They often sit on her lap and enjoy a cuddle when they need it. Children gain an awareness of other cultures and beliefs through taking part in activities the childminder plans.

### Outcomes for children are good

Children grow in confidence and ability as they develop their own ideas for doing things and begin to solve their own problems. They are supported very well to remain focused and concentrate. Children are developing the skills and knowledge they will need when they are ready to move on to nursery or school. They are encouraged to put on their outdoor clothes and they respond very well to the daily routines. Children learn early literacy skills. They show enjoyment in reading stories and joining in with songs and rhymes. They listen with intent and join in with repeated refrains, where possible.

## Setting details

<b>Unique reference number</b>	EY443638
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1060053
<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 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	30 November 2012
<b>Telephone number</b>	

The childminder was registered in 2012 and lives in Burntwood, Staffordshire. She works with a co-minder. The provision operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder is able to provide funded early education for two- three- and four-year-old children. She holds an appropriate qualification at level 3.

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.

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