

# Childminder Report

<b>Inspection date</b>	17 November 2016
Previous inspection date	30 January 2013

<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 failed to keep her safeguarding knowledge up to date. She has a weak understanding of all the signs that may indicate a child is at risk of harm and is unclear about whom to report any concerns about a child's welfare. This breaches requirements of the early years foundation stage and the Childcare Register.
- Children's welfare is significantly compromised as the childminder has failed to ensure she keeps her paediatric first-aid training up to date.
- The childminder has failed to ensure that all the required information is recorded about children in her care. For example, she does not have information about who has parental responsibility for each child.
- The childminder does not work proactively in partnership with all other settings involved in children's care, to develop consistent support for children's learning.
- The childminder does not evaluate her provision effectively. She has failed to identify breaches in requirements and has overlooked aspects of the provision that require improvement.

### It has the following strengths

- Children are happy and confident in the childminder's care. They behave well and the childminder gives each child a good amount of praise and encouragement.
- Children make good progress in their learning and development and benefit from the positive interaction they receive from the childminder.

## 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:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ update and improve knowledge and understanding of all indicators that a child may be at risk of harm, and the procedures to follow to report any concerns, to safeguard children's welfare</li> </ul>	17/12/2016
<ul style="list-style-type: none"> <li>■ complete an appropriate paediatric first-aid course and ensure that a first-aid qualification is maintained</li> </ul>	17/01/2017
<ul style="list-style-type: none"> <li>■ ensure sufficient information is held about each child including information about who has parental responsibility for them</li> </ul>	17/12/2016
<ul style="list-style-type: none"> <li>■ keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard children</li> </ul>	17/12/2016
<ul style="list-style-type: none"> <li>■ make copies of the written statements of safeguarding procedures available to parents.</li> </ul>	17/12/2016

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

- use self-evaluation effectively to identify any breaches of requirements or weaknesses, and take action to improve the quality of the provision
- improve the partnerships with other childcare settings children attend to further support their individual learning needs.

## Inspection activities

- The inspector observed the childminder's interaction with the children during activities.
- The inspector talked to the childminder about how the children are developing to gauge her understanding of their next steps in development.
- The inspector sampled documentation including policies, procedures and the children's records.
- The inspector spoke to the childminder at appropriate times throughout the inspection about how she manages her provision including safeguarding measures.
- The inspector read the written references left by parents to gain their views of the care and education provided by the childminder.

## Inspector

Tracy Bartholomew

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The childminder has failed to fulfil her duty to meet all safeguarding requirements. For example, she does not have a written safeguarding policy to meet the requirements of the Childcare Register. She has not updated her knowledge about safeguarding matters to enable her to recognise when a child is at risk, or ensure she knows the procedures to follow in the event that she is concerned about a child's welfare. The childminder does not evaluate her provision adequately, which has resulted in failures in her legal obligations. Despite this, the childminder is aware of how children learn. She tracks and records children's development adequately, sharing this with parents to help them support their children's learning at home. However, the childminder does not sufficiently exchange this with other providers where children attend, to encourage continuity in care.

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

The childminder provides an interesting range of activities for the children to engage in and enjoy. For example, children enjoy board games together, which help them to build their understanding of turn taking and communication as they chat about the pictures on the cards. The childminder encourages children's language development well. For example, she asks the children a good amount of questions to develop their thinking skills and practise structuring sentences. All children enjoy playing with a variety of toys.

### Personal development, behaviour and welfare are inadequate

The childminder has failed to ensure that she has a current first-aid qualification, as required; this and her weak safeguarding knowledge jeopardise children's health and well-being. The childminder helps children to gain independence and social skills well. For example, younger children learn to take off their coats and shoes, and all children socialise with others at local parks and toddler groups. The childminder encourages children's physical skills well, and provides plenty of opportunities for children to explore creatively with media and crafts. The childminder helps children to learn good hygiene practices and to adopt healthy lifestyles.

### Outcomes for children are good

All children make good progress in their learning. They develop useful skills to prepare them for their next stage of learning. The two-year-olds learn the alphabet, for example through singing an alphabet song and naming objects that start with different letters such as 'C' for cat. Children develop good mathematical skills. For example, they have conversations with the childminder about colours, numbers and size. They count the birds they see in the garden from the window, chat about colours of objects and describe shapes as they draw.

## Setting details

<b>Unique reference number</b>	510224
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	1061603
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	30 January 2013
<b>Telephone number</b>	

The childminder registered in 1994. She lives in Thatcham, Berkshire. The childminder offers care Monday to Thursday, all year round, including out-of-school care.

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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