

# Childminder Report

**Inspection date**

22 November 2016

Previous inspection date

12 June 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 take reasonable steps to prevent unauthorised persons entering or children leaving her home from the side entrance. In addition, she does not keep a daily record of the names of the children she cares for and their hours of attendance.
- Children's health and well-being are not promoted adequately. The childminder does not consistently make a written record of the first-aid treatment she provides to children following their occasional accidents. In addition, she does not obtain written permission from parents before administering medicine to children.
- The initial information about children's learning that the childminder obtains from parents is not always sharply focused to fully support her early identification of children's precise learning needs.
- The childminder has yet to fully establish effective ways in which to share detailed information about children's development with staff from other settings that children attend.

### It has the following strengths

- Children enjoy regular nature walks in the local woodland, where they observe how the environment changes during the different seasons. They use magnifying glasses to look closely at the wildlife they find, such as an unusually large moth, and learn about the life cycle of caterpillars.
- Children establish warm relationships with the friendly childminder and her assistant. They confidently select their own toys and activities and welcome the sensitive interaction in their play from the childminder and her assistant.

## 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
■ take all reasonable steps to ensure that children cannot leave the premises unsupervised and to prevent unauthorised persons entering the premises	24/11/2016
■ ensure a daily record is made of the names of children being cared for and their hours of attendance	24/11/2016
■ complete and maintain a written record of any first-aid treatment administered to children in the event of an accident	24/11/2016
■ obtain written permission from parents prior to administering both prescription and non-prescription medication.	24/11/2016

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

- extend the level of initial information obtained from parents to include further detail of children's development, in order to plan more precisely for their continued progress from an early stage
- strengthen the partnerships with other settings children attend so that more precise information about children's achievements is shared to support their continuity of learning and development.

## Inspection activities

- The inspector observed the quality of teaching during indoor activities and assessed the impact this has on children's learning.
- The inspector spoke to the childminder, her assistant and children at appropriate times.
- The inspector observed a planned activity and jointly discussed this with the childminder.
- The inspector discussed children's learning and assessments of their progress with the childminder, and looked at a selection of policies, safety procedures and required documentation.
- The inspector looked at evidence of the suitability of persons aged 16 years and over who live at the premises.
- The inspector took account of the written views of parents and reviewed the childminder's self-evaluation process.

### Inspector

Lorraine Pike

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. Despite the childminder completing risk assessments of her home, she has failed to take appropriate measures to prevent children leaving her home unsupervised, or to stop unauthorised persons entering her home from the side entrance. The childminder does not keep a daily record of the names and the hours of attendance of the children she cares for. This does not enable her to monitor children's attendance or accurately account for them in the event of an emergency evacuation. Both the childminder and her assistant have completed a first-aid qualification. The childminder administers first-aid treatment to children following their occasional accidents and informs their parents. However, she does not fully support the health and well-being of children. The childminder does not consistently make a written record of the treatment she provides to help support their continuity of care. Furthermore, she does not obtain prior written permission from parents who occasionally require her to administer medication to their children. This means she is unable to clarify the medical reason for the particular medication and the correct dosage. The childminder and her assistant have completed specialist training to develop their knowledge and understanding of how to support vulnerable families. This helps them to identify any children who may be at risk of harm from extreme behaviours and views. The childminder manages her assistant's performance through informal supervision meetings. Training needs are identified and there is a commitment to continuous professional development. The childminder carefully reviews children's progress to ensure that any gaps in learning are swiftly addressed. However, current reflection on the service she provides is not effective in identifying areas of weakness. The childminder shares some information with staff from other settings that children attend. However, this does not include precise updates on their achievements to fully support their continuity of learning.

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

The childminder and her assistant work very well together as a team to support children's learning. Their praise motivates children to complete challenging activities. The childminder introduces children to mathematical ideas in a fun and engaging way. Children demonstrate perseverance as they work out, through trial and error, how to connect toy bricks together to create structures. The childminder is very attuned to children's verbal and non-verbal communication. She skilfully adjusts her speech according to children's level of understanding and introduces them to new words in context to their play. Children have fun exploring the sensation of paint on their hands. They smile with delight as they make marks on the paper using their fingertips and the palm of their hand. The childminder keeps parents informed of the progress their children are making. Parents comment that their children feel happy with the friendly childminder and her assistant.

### Personal development, behaviour and welfare are inadequate

The childminder's poor knowledge of the requirements compromises children's welfare and well-being. Her gentle reminders help children understand how to keep themselves and others safe. Children help the childminder to nurture the growth of fruit and vegetables at her husband's allotment. They help her to pick the produce and taste some. This supports

children's understanding of where food comes from and when it is ready to eat. Weekly visits to an organised activity group provide children with opportunities to develop their social skills as they meet and play with other children. Daily access to the childminder's garden and regular visits to local parks provide children with opportunities to develop their physical capabilities. Children grow in confidence as they practise new skills, such as climbing the ladder to the large slide and playing ball games with the childminder.

### **Outcomes for children are good**

Children are making good progress in their learning given their starting points. They express a keen interest in books. Children enjoy turning the pages of electronic books and identifying the different characters on each page. They use wax crayons to draw around shells and place paper on top of them to make rubbings. This helps to support their development of early writing. These are just some of the skills that help to prepare children well for their next stage of learning and the eventual move on to school.

## Setting details

<b>Unique reference number</b>	123954
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1063592
<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>	1 - 9
<b>Total number of places</b>	12
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	12 June 2013
<b>Telephone number</b>	

The childminder was registered in 1992 and lives in Hertford Heath. She works with her daughter, who is her assistant. The childminder operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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