

# Childminder Report

**Inspection date**

6 December 2016

Previous inspection date

1 October 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		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- The childminder fails to meet the requirements of the Early Years Register and Childcare Register. She leaves children with her assistants to collect others from school; however, neither assistant holds a current first-aid qualification to care for children in her absence. This places children's welfare and safety at risk.
- The quality of teaching is inconsistent. The childminder does not ensure her assistants provide good levels of challenge or support children's language and communication skills effectively. Not all children make the good progress of which they are capable.
- The childminder does not monitor and assess children's development precisely enough to plan accurate next steps for their development and fully enhance their learning experiences.
- Although the childminder evaluates her provision, she does not actively include parents' views for improvement or address some weaker areas of practice promptly.

### It has the following strengths

- Children form positive relationships with the childminder and her assistants.
- The childminder plans experiences to help children understand about the world. For example, they go on regular trips to the woods and the local community.
- Parents are happy with the provision and express that their children enjoy attending.

## 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 there is at least one person who holds a current paediatric first-aid qualification on the premises and available at all times when children are present, and must accompany children on outings to ensure children's safety	20/12/2016
■ raise the quality of teaching to ensure all staff offer each child sufficient challenge and fully support their language and communication skills consistently	20/12/2016
■ improve the effectiveness of assessment to provide an accurate understanding of children's learning and to carefully plan for what they need to learn next, and support each child to make good progress.	20/12/2016

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

- improve the effectiveness of self-evaluation to recognise and address any weaker areas of practice and to seek parents' ideas for enhancing the provision.

## Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed the childminder's self-evaluation process and priorities for future improvement.
- The inspector viewed a range of documents including the childminder's and her assistants' suitability checks and qualifications.
- The inspector discussed with the childminder how she monitors children's progress.
- The inspector took account of the views of parents from written letters and cards.

## Inspector

Amy McKenzie

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

The arrangements for safeguarding are ineffective. Although the childminder holds a valid first-aid qualification and is aware of the first-aid requirements for her assistants, she does not take prompt action to fulfil these. She regularly leaves children in the care of her assistants who are not suitably trained to treat children's accidents and injuries. This places children at risk. This was an action set at the last inspection, which the childminder addressed with the assistants working with her at that time. However, the action is set again as she has not ensured that her current assistants hold valid first-aid qualifications. The childminder evaluates some aspects of her provision. However, she has not taken sufficient action to rectify all areas of weakness or gathered parents' suggestions regularly to aid improvement. Although the childminder carries out an induction for new assistants and monitors their practice, this process is not fully embedded to enhance their professional development and improve the quality of teaching. The childminder knows how to report any concerns about children's welfare and can identify the signs and symptoms a child may be at risk.

### **Quality of teaching, learning and assessment requires improvement**

Not all staff support children's communication and language skills consistently. For example, some staff miss opportunities to extend children's vocabulary and language development effectively. Staff carry out some observations and assessments of children's progress. However, this process is inconsistent and the information is not used effectively to plan interesting experiences to support young children's future learning. Children develop their physical skills and coordination, for example, while they explore a range of balls. The childminder helps children to learn to respect and celebrate each other's differences. For example, they learn how to greet each other in their home languages and how people celebrate different festivals. They enjoy sharing food, dressing up and enjoying music from around the world.

### **Personal development, behaviour and welfare are inadequate**

The weakness identified in safeguarding mean that children's safety cannot be assured. Despite this, children are settled and interact well with staff and each other. Staff encourage children to tidy up and help young children to share and take turns with toys. The childminder provides opportunities for children to be active in the garden and at the park. She also provides healthy foods and snacks. This supports children's physical well-being and develops their understanding of adopting a healthy lifestyle. Children show developing levels of independence and confidence. For example, they enjoy making choices from a range of construction toys.

### **Outcomes for children require improvement**

Children do not make the good progress of which they are capable due to the childminder's inconsistent teaching practice and weaknesses in monitoring and assessing their development. Young children's physical skills are developing well overall and they are starting to gain some new skills to be ready for their next stage of learning. For example, they show emerging independence skills and interest in trying new things. However, the

childminder does not plan effectively for what they need to learn next to help them move forward in their learning.

## Setting details

<b>Unique reference number</b>	EY330377
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	1061980
<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 - 8
<b>Total number of places</b>	9
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	1 October 2013
<b>Telephone number</b>	

The childminder registered in April 2006. She provides care for children alongside two childminding assistants in Thamesmead in the London Borough of Greenwich. The childminder provides care from 7.30am until 6pm on Monday to Friday. She operates her service for most of the year and only closes for Christmas and bank holidays. The childminder has a relevant childcare qualification at level 3.

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