

# Childminder Report

**Inspection date**

2 December 2016

Previous inspection date

8 October 2015

<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		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- The childminder does not complete a daily record of children's hours of attendance.
- The childminder has not carried out a progress check for children aged between two and three years.
- The childminder does not always use information from her assessments well enough to plan highly challenging activities to promote children's learning further.

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

- The childminder has improved some aspects of her practice since the last inspection, such as her planning for all areas of children's development.
- The childminder regularly discusses her practice with other childminders. This helps her to develop new teaching ideas, such as using leaves in art projects.
- The childminder identifies gaps in children's learning and shares any concerns she may have with parents.
- Children's behaviour is good. The childminder encourages children to follow house rules. Children are nice to each other, take care of toys, have good manners and help to tidy up.
- Older children are developing their literacy and creative skills. They choose their favourite books for the childminder to read to them. Children listen to the story, recall it through discussion and sing familiar songs from the book.

## 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
■ maintain a daily record of the hours of children's attendance	02/01/2017
■ carry out the required progress check for all children aged between two and three years and provide parents with a short written summary of their child's progress in the prime areas.	02/02/2017

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

- enhance the use of assessment information to plan highly challenging activities that will enable children to further extend their learning.

## Inspection activities

- The inspector observed the quality of teaching during a range of activities and assessed the impact this has on children's learning. He evaluated activities with the childminder.
- The inspector spoke with the childminder throughout the inspection. He looked at relevant documentation, such as evidence of the suitability of all those living on the premises. He discussed self-evaluation.
- The inspector was shown around the house and garden by the childminder. He discussed the childminder's procedures for assessing risks in the environment.
- The inspector viewed written comments provided by parents and spoke with children throughout the inspection to take account of their views.

## Inspector

Scott Thomas-White

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The childminder keeps a written schedule of children's planned session times. However, she does not record the actual times of children's arrival and departure. The childminder has made some improvements since her last inspection. However, although she does demonstrate a capacity to improve, further weaknesses in practice have emerged. The arrangements for safeguarding are effective. The childminder has attended child protection training and knows how to report concerns of abuse or neglect to the relevant agencies. She keeps up to date with changes to safeguarding legislation. The childminder evaluates her practice to identify her strengths and training needs. She has recently completed a course on sharing development concerns with parents. This has enabled her to contact other professionals to further support children's speech and language skills.

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

The childminder has failed to complete the progress check for children aged between two and three years. Although the childminder has checked children's rates of progress and shared any concerns about their development with parents, she has not provided them with a written summary of their child's progress. Information from assessments is not used accurately enough to ensure children make good enough progress from their starting points. Children enjoy their learning and take part in a wide range of activities. However, these are not always challenging enough to fully extend children's learning at a higher level. The childminder helps babies to develop their physical skills. She arranges furniture to help them to pull themselves up to standing and move around.

### **Personal development, behaviour and welfare require improvement**

Weaknesses in the childminder's practice means that children's development and welfare are not yet fully promoted. Nevertheless, children have developed strong bonds with her. She sits on the floor with babies to interact with them and provides reassurance to them when she goes out of the room. The childminder takes children with her when she goes to drop off and collect older children at school. This helps them to become familiar with teachers and the local school environment, supporting their eventual move on to school. Healthy lifestyles are promoted through nutritious snacks and good hygiene practices. The childminder wipes children's hands before mealtimes and teaches them that they must clean their hands to remove germs because it helps them not to be poorly.

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

Weaknesses in teaching mean that children do not make good enough progress. Nevertheless, babies are becoming confident to explore a range of materials. The childminder takes them to sensory playgroups to enable babies to access a wider range of natural materials for them to explore using their senses. Older children are developing skills to dress and undress independently. The childminder encourages them to put on role play dresses with little or no support. This helps children to be independent in readiness for school.

## Setting details

<b>Unique reference number</b>	268314
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	1058087
<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 - 7
<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>	8 October 2015
<b>Telephone number</b>	

The childminder was registered in 2001 and lives in Oldbury, Sandwell. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder 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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