

Childminder Report

Inspection date	6 January 2017
Previous inspection date	8 October 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	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 does not ensure that children are provided with an alternative choice when they do not like the food she offers at mealtimes. This does not ensure that they are consistently provided with meals that are healthy, balanced and nutritious.
- The childminder does not record or act on information provided by parents regarding their children's food preferences. This does not meet their basic needs as it sometimes results in them missing meals. Therefore, children's well-being and good health are compromised.
- The childminder does not observe children when they first attend or seek information from parents about children's stages of development to identify their starting points in learning.
- The childminder does not provide parents with details of how they can support their child's learning at home. This does not help children to make good progress.

It has the following strengths

- Children form firm bonds with the childminder, which helps to support their emotional well-being.
- Children are provided with daily opportunities to spend time outside in the fresh air. For example, the childminder organises trips to parks and the local wildlife park.

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
<ul style="list-style-type: none"> ■ provide children with meals that are healthy, balanced and nutritious 	27/01/2017
<ul style="list-style-type: none"> ■ record and act on information from parents and carers about children's specific dietary needs and preferences 	27/01/2017
<ul style="list-style-type: none"> ■ seek information from parents and complete initial observations of children to accurately identify their starting points and to plan a challenging and enjoyable learning experience for each child from the start 	27/01/2017
<ul style="list-style-type: none"> ■ provide parents with accurate guidance and information about how they can support their children's learning at home. 	27/01/2017

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder, including how she monitors and evaluates her own practice.
- The inspector checked evidence of the suitability of the childminder and other adults living in the household.
- The inspector took account of the views and opinions of parents through written feedback provided.

Inspector

Ann Cozzi

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The childminder does not ensure that her practice in regard to the provision of food consistently meets children's basic needs. She does not use information given to her by parents about children's food preferences to inform her choice of meals. If children do not like the meal they are offered, the childminder does not offer an alternative and children go without food until the next meal or snack time. The childminder regularly undertakes safeguarding training. She is aware of the indicators of abuse and knows the correct procedures to follow should she have any concerns about a child. She monitors children's ongoing development, which helps her to identify gaps in their learning and when she needs to seek additional support. The childminder is part of a local network group. She regularly attends meetings that include training linked to specific areas of practice. The childminder also meets up with other local childminders and holds discussions with them about practice issues.

Quality of teaching, learning and assessment requires improvement

The childminder does not seek any initial information about children's learning when they first attend. As a result, she is not able to identify or plan for their learning needs from the very start. However, after children have attended for a few months, she does complete some observations and identify some of their next steps in learning. She uses this information to plan activities and support children to make some progress. Children show their interest in imaginary play resources provided by the childminder. They demonstrate their developing physical skills as they use controlled movements. For example, children carefully pull apart and then push together a range of differently shaped bricks. The childminder asks children to choose a book that they would like her to read to them. Children show their interest and engage in learning for short periods of time. They enjoy talking to the childminder about some of the pictures that they can see. The childminder does not promote partnership with parents in regard to children's learning. Therefore, they are not provided with effective guidance about how they can actively promote their children's progress at home.

Personal development, behaviour and welfare are inadequate

The childminder's failure to ensure that all legal welfare requirements are met in regard to the provision of meals, has a negative impact on children's health and well-being. Children are well behaved. They demonstrate a clear understanding about saying please and thank you at the appropriate times. The organisation of toys ensures that children are able to help themselves to items that interest them. Children learn about how to stay safe as they play. They respond well to gentle reminders from the childminder to be careful. Children learn about good hygiene. For instance, during role play the childminder talks to them about the importance of washing hands before preparing food.

Outcomes for children require improvement

The childminder's failure to identify children's initial development stages means that they do not make good progress. However, the childminder's ongoing planning helps children to gain some of the basic skills needed to help them move to their next stage in learning

and eventual move on to school. Children are able to use short sentences to make themselves understood as they pretend to make the childminder lunch and a cup of tea.

Setting details

Unique reference number	EY427830
Local authority	Hertfordshire
Inspection number	1065692
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	8 October 2013
Telephone number	

The childminder was registered in 2011 and lives in Cheshunt. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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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