

# Childminder Report

**Inspection date**

9 February 2017

Previous inspection date

11 January 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- The childminder has failed to maintain an accurate record of children's hours of attendance or to retain the records for a reasonable period of time.
- The childminder does not always use the information gained from her assessments of children's learning effectively. Therefore, she does not always identify their levels of achievement more accurately so that they can be challenged further.
- The childminder has not completed the required progress check for children aged between two and three years, in order to provide parents with a short, written summary of children's development in the prime areas of learning.
- The childminder does not use effective ways to identify and address all current weaknesses in her practice to continually drive improvement.

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

- Parents are very happy with the care provided. They appreciate the flexibility that the childminder offers to meet their family needs and feel she has helped their children grow into happy, confident characters.
- The childminder provides children with clear boundaries to promote their good behaviour. Children know that they must sit at the table to eat their lunch and tidy away their games before choosing another.
- Children are eager to share their experiences with the childminder. They become animated as they talk about past special events and the people who are important to them, helping to promote their speech and language skills.

## 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
■ keep a daily record of the hours of attendance of children and retain these for a reasonable period of time	09/03/2017
■ ensure the information gained from assessments of children's learning is used effectively, to understand their levels of achievement, inform planning and challenge them to make good progress in all areas of learning	09/03/2017
■ complete the progress check for children aged between two and three years and provide parents with a short, written summary of their child's development in the prime areas of learning.	09/03/2017

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

- develop the process of self-evaluation to clearly highlight and address all weaknesses of current practice and continually drive improvement.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Rachel Pepper

## Inspection findings

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

The arrangements for safeguarding are effective. The childminder regularly speaks to other professionals, helping her to gain a sound knowledge of child protection issues. She is aware of the Local Safeguarding Children Board procedures and the action to take if she has any concerns about the welfare of a child. However, the childminder is not aware of the requirement to maintain an accurate record of children's hours of attendance and maintain these for a reasonable period of time. This has minimal impact on children's welfare as the childminder can account for the children in her care at all times. The childminder uses self-evaluation to reflect on some aspects of her practice. However, this has not been rigorous enough to identify all current weaknesses or used to take prompt action. The childminder recognises that her knowledge of the early years foundation stage is not up to date as she has not refreshed this since her last inspection. She has not completed the progress check for children aged between two and three years.

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

The childminder regularly assesses children's progress based on her previous knowledge. She works closely with parents and key staff from the other settings children attend when planning some appropriate next steps. However, she does not use the information from her assessments to precisely identify and plan for children's higher levels of development. As a result, current activities and experiences do not challenge children in all areas of their learning. Some aspects of teaching are good. The childminder notes children's interests and provides a range of activities in line with these. For example, children use their finger and thumb to pick up and place small beads onto a template, a skill they have observed older siblings develop. The childminder chooses timely moments to provide children with guidance, helping them to achieve a set task. For instance, she shows children how to use the picture on a box to help them complete a puzzle. Children compare the pieces, rotating these to fit into the correct position.

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

Children show that they feel secure and settled in the childminder's care. They gain help as needed and competently manage their own personal needs. Young children know when they need to use the bathroom and take themselves off for a rest when they feel tired. The childminder uses a gradual settling-in process and works well with parents to help children experience a smooth move into her home. Children have plentiful opportunities to access fresh air and exercise. They enjoy playing in the childminder's garden and excitedly talk about how they like to jump on the trampoline. Children eat a range of balanced food and have access to fresh, drinking water. This helps to promote their good health.

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

The weaknesses in the childminder's use of assessments mean that children are not consistently supported to make good progress in all areas of learning. Nonetheless, children develop some of the basic skills that they need in readiness for school. They are motivated to learn, listen to instruction well and are confident to express their own preferences. Children concentrate for long periods of time when engaged in activities.

## Setting details

<b>Unique reference number</b>	123312
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1063581
<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>	3 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	11 January 2013
<b>Telephone number</b>	

The childminder was registered in 1997 and lives in St. Albans. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

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