

Childminder Report

Inspection date

28 February 2017

Previous inspection date

9 April 2013

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

Summary of key findings for parents

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

- The childminder does not hold a paediatric first-aid certificate.
- The way the childminder reviews and manages the quality of her provision is not robust enough to ensure that legal requirements are consistently met. She does not identify areas for improvement in her practice well enough to raise the quality to a higher level.

It has the following strengths

- The childminder successfully promotes children's good health and physical well-being. She provides healthy snacks and drinks and takes children out for walks in the local area. They visit nearby parks, giving them opportunities to build muscle control and use larger equipment, such as for climbing and sliding.
- Children's behaviour is good. The childminder is a positive role model. She is clear about the rules and routines and consistently promotes good manners. The childminder offers praise and encouragement to build children's confidence and self-esteem.
- The environment is welcoming, well organised and accessible. Children confidently explore the resources and engage happily in their chosen activities. They are motivated to play, explore and learn.
- The experienced childminder closely observes children and forms an accurate picture of their capabilities and skills. She identifies their next steps in learning and plans ways to promote their development and help them make good progress.
- The childminder has good links with the local nursery and school. She finds out about current topics and considers this when planning activities. Information about children's care and learning is effectively shared. This helps to provide good continuity in their learning.

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 current paediatric first-aid certificate at all times. 28/04/2017

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

- use reflective practice more effectively to check on, manage and maintain a consistently good quality provision and promote the best possible outcomes for children.

Inspection activities

- The inspector had a tour of the areas of the childminder's home used for childminding purposes.
- 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. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection and took into account the written views of parents.

Inspector

Christine Walker

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder has not effectively maintained an accurate overview of the quality of the provision to ensure all of the requirements are consistently met. She was unable to produce a current paediatric first-aid certificate. The arrangements for safeguarding are effective. The childminder has a secure knowledge of what to do if she has any concerns about children's welfare. The childminder is keen to develop her provision and has a good range of written policies and risk assessments. She has effective systems in place to help her keep up to date with current guidance. The childminder checks the progress that children make and plans effectively to help them achieve their next steps in learning.

Quality of teaching, learning and assessment is good

The childminder has a good knowledge of how children learn. She provides a varied range of resources to support children's interests. The quality of the childminder's teaching is good. She recognises the learning potential within activities and is flexible in her approach. This means that children are supported to follow their own interests. Children invite the childminder to play with the train. Together, they build an extensive railway track. She supports their learning very well as they confidently discuss where the train is going and how long it will take to get there. The childminder weaves mathematical language into children's play. She helps children to count carriages and recognise colours and shapes. Children's interest in early literacy is promoted. Children begin to recognise initial letters and link them to words, such as T for train and Thomas.

Personal development, behaviour and welfare require improvement

The weakness in leadership and management in relation to the childminder's failure to maintain a relevant paediatric first-aid qualification means children's welfare is not fully assured. However, the childminder does demonstrate a secure knowledge of what to do in an event of an accident. Children learn how to keep themselves healthy. For example, they know that washing their hands can help to stop germs spreading. They talk about fruits and which are their favourite to eat. They are beginning to understand that some people's beliefs and traditions are different to their own. Children take part in fire evacuation procedures and learn how to take extra care when crossing the road on the walk to and from school. The childminder keeps parents informed about children's progress through daily feedback. They regularly share information about children's interests at home. Parents are happy with the care and learning their children receive.

Outcomes for children are good

Children are prepared well for the next stages in their learning. They learn to recognise letters and count during everyday activities. Children are polite and well mannered. They develop a love of learning through the wide range of experiences and opportunities provided for them by the childminder. Children talk about what they have learnt and what they would like to do next. Children's independence is encouraged as they put their own shoes and coats on. All children make good progress, including those who are in receipt of funding.

Setting details

Unique reference number	317773
Local authority	Doncaster
Inspection number	1064084
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 7
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	9 April 2013
Telephone number	

The childminder was registered in 1986 and lives in Hexthorpe, Doncaster. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

