

# Childminder Report

**Inspection date**

7 June 2017

Previous inspection date

6 January 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:	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 the required information for every child in her care and she does not maintain an accurate record of children's hours of attendance.
- The childminder's professional development is not effectively focused on raising practice to the highest level. She does not evaluate her setting or review her practice to strengthen her teaching and promote continuous improvement.
- On occasions, children are not provided with sufficient time to solve problems for themselves.

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

- Children are settled. Their personal, social and emotional development are promoted well. The childminder uses praise and encouragement to raise children's self-esteem. She supports children with effective settling-in procedures.
- Children benefit from suitable opportunities to develop and maintain a healthy lifestyle. The childminder plans daily outdoor activities which include regular visits to local parks and community groups, where children develop their physical skills.
- The childminder develops friendly relationships with parents and other providers. She shares information with them on a regular basis to ensure that they are fully aware of what children are taking part in while they are with her. This promotes continuity of children's care, learning and development.

## 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 that the following information is in place for each child cared for: full name; date of birth; name and address of parents and/or carers who are known to the provider (and information about any other person who has parental responsibility for the child); which parent(s) and/or carer(s) the child normally lives with	28/06/2017
■ keep a daily record of the children being cared for and their actual hours of attendance.	28/06/2017

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

- enhance professional development so that it helps to strengthen teaching and evaluate practice, in order to promote continuous improvement
- provide more opportunities for children to develop their problem-solving skills.

### Inspection activities

- The inspector spoke to the childminder and the children present at appropriate times throughout the inspection.
- The inspector held a number of discussions with the childminder. She reviewed relevant documentation, including the record of children's attendance and the safeguarding procedures.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector viewed evidence of the suitability of the childminder and other persons living in the home.

### Inspector

Jo Rowley

## Inspection findings

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

The arrangements for safeguarding are effective. The childminder demonstrates a suitable knowledge and understanding of how to protect children in her care. She knows the procedures to follow if she suspects that a child may be at risk of abuse and which professionals to contact. However, the childminder does not hold the required information for each child in her care, including their home address and date of birth. This does not support the efficient running of the setting. The childminder completes the statutory training, such as first aid. However, she does not increase her knowledge, understanding and practice through ongoing professional development in order to improve her teaching. In addition to this, the childminder does not evaluate her setting to promote continuous improvement.

### **Quality of teaching, learning and assessment is good**

Children explore a wide range of toys and resources that engages them. They make independent choices, self-selecting resources and activities that interest them from the well-equipped playroom. Children choose to create a large track for their trains. The childminder challenges them effectively, introducing mathematical language, such as long and short, big and small, as they design their track. However, sometimes children are not given the opportunity to develop their problem-solving skills. For example, the childminder tells them how to resolve the problem of holding the bridge up before giving them a chance to work it out. Children's speech and language are promoted well. The childminder speaks clearly when introducing new vocabulary at story time. Children repeat her words and their communication and language skills grow with confidence.

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

Children behave well. The childminder encourages children to use their manners and be kind to each other. This is demonstrated well as older children show care and concern for young ones. The childminder promotes sharing and turn taking, reminding older children that very young children are still learning. The childminder teaches children about their own safety. They use age-appropriate equipment and the childminder completes regular risk assessments to promote a safe environment. However, she does not record the actual times of children's attendance. This means it is not clear to see how many children are present each day.

### **Outcomes for children are good**

All children are making good progress in their learning given their starting points and capabilities. The childminder completes regular observations and tracks children's progress effectively. Children are acquiring the key skills they need for future learning. They freely explore the many interesting activities available to them. These include opportunities to plant, grow and care for a good range of vegetables.

## Setting details

<b>Unique reference number</b>	162312
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1089837
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	6 January 2015
<b>Telephone number</b>	

The childminder registered in 2001 and lives in Ware. She operates all year round from 7.30am 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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Piccadilly Gate  
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