

Childminder Report

Inspection date

3 July 2017

Previous inspection date

16 March 2015

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 lacks a clear understanding of wider safeguarding issues and how to reflect these in her policies. In particular, she has not kept up to date with changes that occur in government legislation with regard to the 'Prevent' duty.
- The childminder does not hold a valid paediatric first-aid certificate.
- The childminder misses opportunities to help children develop their problem-solving skills fully, such as during everyday play and activities.
- The programme for professional development is variable at times, in particular, to enable the childminder to keep up with all relevant changes in legislation and guidance.

It has the following strengths

- The childminder understands the progress children make and where they need to be to move forward. She supports children to meet their goals, such as advising parents on how they can extend learning in the home.
- Children make good progress in their speech and language skills. For example, young children develop vocabulary as they learn words to support their play and engage in frequent conversation. Children also show an enjoyment for songs and rhymes.
- The childminder encourages children to consider healthy practices. For example, they learn to wash their hands before eating and enjoy fruits at snack time.
- The childminder establishes effective partnerships with staff in other settings that children attend. For example, she adapts her provision to work in line with their systems and to ensure continuity in care.

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"> ■ develop an effective understanding of wider safeguarding issues, with particular regard to the 'Prevent' duty, to help identify and address any welfare concerns 	03/08/2017
<ul style="list-style-type: none"> ■ obtain and maintain a relevant paediatric first-aid qualification. 	30/07/2017

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

- make better use of techniques which help children to develop further their problem-solving skills
- develop more effective strategies to update professional knowledge regularly, particularly with regard to finding out about recent changes in legislation.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records.
- The inspector checked evidence of the childminder's qualifications and her suitability checks.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. In general, the childminder has a suitable understanding of most signs that may indicate a child being at risk of harm, including the procedures to follow in the event of a concern. However, she has not extended her policies and knowledge to reflect current government legislation, such as those aimed at preventing radicalisation. The childminder takes suitable precautions to keep children safe while in her care. However, she has not maintained her paediatric first-aid qualification to enable her to act effectively in the event of a medical emergency. Overall, the childminder evaluates her practice and takes steps to improve the outcomes for children. For example, she has changed her environment to stimulate learning in children aged under three years and appeal to their developmental needs.

Quality of teaching, learning and assessment is good

Overall, the childminder applies effective teaching skills to help children learn and develop. She models play and language well. For example, when very young children play with water, she shows them how to swish it with their fingers and adds vocabulary, such as 'splish, splash, splosh' which they apply to their own play. The childminder observes children well to find out what they can do. She builds on this as she interacts with them. For example, when she notices that children are interested in animal sounds, she teaches them ways of making 'clip-clop' sounds using their chinks. The childminder teaches children to accept differences that exist between people. For instance, children are encouraged to share aspects of their home backgrounds with their friends.

Personal development, behaviour and welfare require improvement

The childminder forms strong relationships with children through which children feel safe and secure. Children operate with age-appropriate independence in the setting. For example, very young children choose resources they want to play with and are happy to engage in play by themselves. The childminder supports children to be ready for changes, such as transition to other settings. For example, she works in partnerships with parents to develop settling-in strategies for when children move on to pre-school. The childminder supports children to develop confidence and self-assurance. For example, she celebrates their achievements frequently and talks to them about the good things they have done during the day. However, the childminder cannot fully ensure children's safety and well-being due to breaches in her practice relating to first-aid training and addressing gaps in her safeguarding knowledge.

Outcomes for children are good

Children behave well. Very young children show an interest in what their friends say and act on this. For example, they mimic each other. They show good social skills, including taking turns and sharing, such as during ball games. Some children begin to develop early mathematical skills, such as thinking about measuring as they fill and empty containers or beginning to count their fruit at snack time. Children show an understanding of how books work, for example, they point to and discuss the pictures.

Setting details

Unique reference number	EY331469
Local authority	Kent
Inspection number	1092656
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	5
Number of children on roll	12
Name of registered person	
Date of previous inspection	16 March 2015
Telephone number	

The childminder registered in 2006. She operates in Leigh, near Tonbridge, Kent. The childminder holds a recognised childcare qualification at level 3. She opens all day for five days a week, all year round. She also provides care for older children during out-of-school hours.

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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