

# Childminder Report

**Inspection date**

11 July 2017

Previous inspection date

25 March 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- The childminder has insufficient knowledge and understanding of current safeguarding matters, such as protecting children from extreme behaviour and views. This means children are not adequately safeguarded.
- The childminder does not have an effective safeguarding procedure in place should a safeguarding issue arise.
- The childminder does not consistently exchange precise information with other settings that children attend to further promote a shared approach to learning.
- The childminder does not focus well enough on evaluating her practice to help her identify breaches in requirements and make improvements.

### It has the following strengths

- The childminder is kind and patient. Children have secure relationships with her and settle quickly. They are self-assured and confidently explore their surroundings and make decisions about their play.
- Children make good progress in their learning. The childminder uses her assessments of children's learning effectively. She identifies gaps in their development and closes them quickly.
- Partnerships with parents are well established. The childminder involves parents in their children's learning and provides them with updates about their progress.

## 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
■ gain an up-to-date knowledge of the current safeguarding matters, including indicators that a child may be at risk of harm from extreme behaviours and views, in order to help keep children safe	11/08/2017
■ review the safeguarding policy and procedure to ensure it is in line with the guidance and procedures of the Local Safeguarding Children Board and includes all current child protection matters.	11/08/2017

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

- strengthen information sharing with other providers where children attend another setting, in order to help increase support for their learning even further
- improve self-evaluation to drive ongoing improvements and to help identify any breaches in requirements and weaknesses.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She completed a joint evaluation of an activity with the childminder.
- The inspector looked at the areas of the premises that are used for childminding purposes.
- The inspector spoke with the childminder and children at convenient times during the inspection. She discussed children's assessments of their development and their progress in learning.
- The inspector discussed the views of parents with the childminder.
- The inspector discussed with the childminder her suitability and qualifications. She also discussed the self-evaluation and safeguarding procedures, including the safeguarding policy.

### Inspector

Janice Hughes

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The childminder is unaware of recent changes to legislation, such as the 'Prevent' duty guidance, to help further protect children from harm. Also her safeguarding procedure is not in line with the Local Safeguarding Children Board's procedures. The childminder does, however, have knowledge of the diverse types of abuse and neglect. She completes risk assessments to help ensure her home is safe and secure. The childminder has addressed the recommendation from her previous inspection and improved the way she communicates with children. However, self-evaluation is not sufficiently developed to clearly identify the significant areas for improvement, such as safeguarding. The childminder has made some links with other settings that children attend. However, these links are not strong enough to ensure that relevant information about children's learning and development is shared and that children benefit from a consistent approach.

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

The childminder understands that children learn through play. She provides a wide range of activities and opportunities that promotes learning effectively. The childminder interacts in a positive manner and motivates and inspires children to learn. She enthusiastically plays alongside children to guide and extend their learning. The childminder models and shows children how to use tools effectively. For example, she shows children how to make letters out of play dough and create pizzas using different rollers and cutters. In addition, the childminder uses this activity well to teach children about mathematical concepts. She helps children to compare sizes, count and recognise different shapes.

### Personal development, behaviour and welfare are inadequate

The weaknesses in safeguarding mean children's welfare cannot be assured. However, the childminder cares well for children's physical needs and is attentive to their requirements. She knows children well and finds out about their likes and dislikes before they start. Children play happily, behave well and independently access the resources on offer. The childminder promotes healthy lifestyles and encourages children to follow hygiene procedures. She takes children into the community and helps to promote their social skills and understanding of the wider world.

### Outcomes for children are good

Children gain the skills they need for moving on in their learning and starting school. They concentrate, listen and demonstrate a positive approach to learning. Children are strong communicators who ask questions to clarify their thinking and hold purposeful conversations about what they are doing. They have good personal skills and are confident and independent. Older children are beginning to write their name accurately.

## Setting details

<b>Unique reference number</b>	EY287513
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	1087199
<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>	4 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	25 March 2014
<b>Telephone number</b>	

The childminder registered in 2004 and lives in Hucknall, Nottingham. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays, family holidays and two weeks at Christmas. 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.

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