

Childminder Report

Inspection date

1 August 2017

Previous inspection date

3 March 2014

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

Summary of key findings for parents

This provision is inadequate

- The childminder does not have a secure knowledge of statutory safeguarding guidance. She also does not have a good enough understanding of the procedure to follow if she has a concern about a child's safety or welfare.
- The childminder does not keep a daily record of the children being cared for and their hours of attendance. She does not ensure that children are adequately supervised to check that they are safe and their individual needs are met.
- The childminder does not always effectively manage risks to the children in her care.
- The childminder does not ensure that there are suitable changing facilities for children who are in nappies. Hygiene arrangements are not appropriate to prevent the spread of infection and promote children's good health.
- The care that the childminder provides for older children compromises the way in which she looks after the younger children. This means that she does not always meet children's individual needs.
- The childminder does not interact effectively with children to promote their learning and development. Activities are not well planned and do not always match children's levels of development. This means that children are not prepared well enough for their next stage of learning.

It has the following strengths

- The childminder works with parents to share information. She finds out about children's likes and dislikes when they start attending her setting.

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
■ develop a robust knowledge of child protection procedures in order to understand how to respond to and report concerns in an appropriate way	05/09/2017
■ gain a secure knowledge of statutory guidance regarding safeguarding, including 'Prevent' duty (2015), in order to protect children from harm	05/09/2017
■ supervise children appropriately at all times to meet their individual needs and ensure they are safe	10/08/2017
■ take all reasonable steps to ensure that children are not exposed to risk, this specifically relates to the safety of children around the dogs	10/08/2017
■ keep a daily record of the names of the children being cared for and their hours of attendance	10/08/2017
■ ensure that any care provided for older children does not adversely affect the care of children receiving early years provision	10/08/2017
■ take necessary steps to prevent the spread of infection and promote the good health of children	10/08/2017
■ ensure there are suitable hygienic changing facilities for children who are in nappies	10/08/2017
■ use observations and assessments of children's development, to identify their individual needs and plan enjoyable and challenging experiences across the areas of learning	05/09/2017
■ improve the quality of interactions with children during their play and adult-guided activities, to enable all children to make good progress from their starting points.	05/09/2017

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities, 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 people living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through the feedback provided.

Inspector

Helen Hyett

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The childminder does not have a good enough knowledge of the procedure to report concerns about a child's welfare. She does not know about statutory guidance, such as the 'Prevent' duty. This places children at risk because concerns about their welfare may not be identified and reported appropriately. The childminder does not keep a daily record of the names of children she cares for and the hours that they attend. She does not adequately supervise children at all times to ensure their activities are safe and appropriate for their age. For example, children's play becomes chaotic when they are left without supervision in the garden. This compromises the safety and welfare of the youngest children who become upset when they are not able to join in with the games appropriately. The childminder's risk assessment about her two dogs is ineffective. During the inspection, children were left inside playing with the dogs unsupervised. This exposes children to risk. The childminder is able to carry out some evaluation of her service and plans to attend safeguarding training.

Quality of teaching, learning and assessment is inadequate

The childminder's teaching is ineffective. She provides some appropriate equipment for the children to play with indoors and outdoors. However, activities are not well organised and do not meet the different needs of the children. For example, younger children try to copy older children when they make pictures with small beads. The activity is too hard for the younger children and they soon lose interest. The childminder makes some observations and assessment of children's progress. However, she does not use this information consistently to plan activities that help children to achieve their next steps in learning. The childminder shows an interest in children's play. For example, she joins in with games of football. However, she does not use these opportunities to interact well with children and help them to develop their knowledge and skills across the areas of learning.

Personal development, behaviour and welfare are inadequate

The childminder does not consistently promote good health. During the inspection, children were not asked to wash their hands before eating their lunch, after playing outside and with the childminder's dogs. Also, the childminder does not always follow hygienic procedures when changing children's nappies. This puts children at risk from infection. The childminder has not considered how to meet the needs of younger children effectively while providing out-of-school care for older children. For example, mealtimes are disorganised, resulting in the younger children becoming unsettled and leaving the table before they are finished. In general, most children are polite and behave well. The childminder encourages them to say 'please' and 'thank you'. The children show they have developed bonds with the childminder and say they enjoy her company.

Outcomes for children are inadequate

Children are not making enough progress because they are not consistently helped to learn. Children quickly lose concentration in activities when they are not adequately supervised by the childminder. Children develop some basic skills, such as taking turns

with their friends and saying words clearly. However, the lack of focus on their individual needs and abilities means that children are not well prepared for the future.

Setting details

Unique reference number	EY466668
Local authority	Suffolk
Inspection number	1087531
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	6
Number of children on roll	9
Name of registered person	
Date of previous inspection	3 March 2014
Telephone number	

The childminder registered in 2013 and lives in Lowestoft, Suffolk. She operates Monday to Friday from 6am to 6pm, all year round, except bank holidays and family holidays.

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