

# Childminder Report

**Inspection date**

27 September 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- At times, the childminder's behaviour management strategies are not effective in helping children understand what behaviour is expected of them and to learn how to manage their behaviour.
- Although the childminder carries out risk assessments of her home, they are not fully effective to ensure that all aspects of the environment are safe for children.
- Children enjoy a variety of play activities and experiences. However, on occasions, the childminder does not adapt these to suit the children's individual learning priorities.
- The childminder's self-evaluation is not effective enough to help her pinpoint areas where there are weaknesses in practice, including professional development, to help improve outcomes for children.

**It has the following strengths**

- Children have trusting relationships with the childminder, and are happy and settled, which helps support their emotional well-being.
- Children's communication is supported well. For example, the childminder continues to build on their vocabulary by giving them choices and modelling language.
- Partnerships with parents and other early years providers involved in children's care are strong. The childminder maintains a two-way exchange of information to help promote a consistent approach to children's care and learning. Parents report positively about the care their children receive.
- Children access books independently which helps to develop their early literacy skills.

## 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
■ increase knowledge and understanding of strategies to manage children's behaviour, and implement these effectively to help develop the children's understanding of acceptable behaviour	22/11/2017
■ make more effective use of risk assessment to identify, and remove or minimise, all risks to children.	11/10/2017

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

- review planned activities to make sure they take account of all children's individual ages and abilities, to enable them to reach their full potential
- use self-evaluation more effectively to identify all areas for improvement, including professional development and training, to help improve outcomes for children.

### Inspection activities

- The inspector observed activities and interaction between the childminder and the children, and reviewed the play equipment and resources.
- The inspector spoke with the childminder at appropriate times throughout the inspection, including discussing the impact of teaching after viewing activities.
- The inspector viewed the areas of the premises used for childminding and talked to the children at appropriate times.
- The inspector looked at documentation, including a sample of children's records.
- The inspector discussed how the childminder evaluates her provision.

### Inspector

Dinah Round

## Inspection findings

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

The childminder identifies hazards in her home environment. She has put some safety measures in place to reduce these. However, although she has made an effort to make areas safe since moving into her new property, some risks remain. For example, carpet grips are exposed and the internal glass doors have not been checked to ensure they are safe. The childminder's self-evaluation systems are still developing and she recognises the importance to increase her knowledge and skills. Safeguarding is effective. The childminder has attended safeguarding training and understands the procedures to follow if she has a concern. The childminder keeps parents well informed about their children's day, such as by sending photographs of the activities children take part in during the day.

### **Quality of teaching, learning and assessment requires improvement**

The childminder observes children's play and assesses their achievements appropriately. However, at times, her attention is taken up managing the children's behaviour, and this reduces her ability to consistently support children's learning well. Children join in a card game to find and match pictures. However, the childminder does not make the most of the opportunity to adapt the activity and help all children reach their potential. Children enjoy exploring using their senses. For example, they experiment with the paint, feeling the texture, and using their hands and the natural materials to make marks on the paper.

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

The support to help children develop good behaviour is not always effective. The childminder uses some strategies to teach children how to play together, such as to share the toys and not to push others. However, on occasion, children do not listen as she does not make her expectations of behaviour consistently clear. The childminder is very caring and is sensitive to children's care needs, providing cuddles and reassurance when needed. Children develop an understanding of how to stay safe and healthy. For example, the childminder reminds them of the importance to wash their hands before eating and provides them with nutritious snacks and regular drinks during the day.

### **Outcomes for children require improvement**

Overall, children acquire some skills for the future, such as developing independence in their personal care routines. However, children do not all make as much progress in their learning as they could. Children enjoy frequent outings to places where they learn about their local environment and develop their physical skills. Children are encouraged to use number in their play, for example, some children can count confidently up to five.

## Setting details

<b>Unique reference number</b>	EY490446
<b>Local authority</b>	Dorset
<b>Inspection number</b>	1017686
<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>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2015. She lives in Poole, Dorset. The childminder works throughout the year, each weekday.

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Piccadilly Gate  
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Manchester  
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