

# Childminder Report

**Inspection date**

28 September 2017

Previous inspection date

12 March 2013

<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		Not applicable	

## Summary of key findings for parents

### This provision is inadequate

- Safeguarding is not robust. The childminder has failed to notify Ofsted of significant changes to her health that may affect her ongoing suitability.
- The childminder does not make sure that she consistently keeps a record of children's actual hours of attendance. She is unable to accurately determine who is in the setting at any given time. This does not ensure that children's well-being is effectively protected.
- The childminder is not specifically focused on continuing to enhance her knowledge and skills of the learning and development requirements even further.

### It has the following strengths

- The childminder has developed good links with staff at local schools, which helps her to promote continuity in meeting children's ongoing needs.
- The childminder knows the children well. This helps her to ensure that care is tailored to meet their individual needs and reflects their varied interests and backgrounds.
- Children are supported by the childminder to help them to achieve and develop social skills. They make friendships and build secure attachments, which helps to support their independence.
- Children enjoy eating the balanced range of foods that the childminder provides.

## 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
■ maintain an accurate daily record of children's names and their hours of attendance.	12/10/2017

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

- make greater use of opportunities to extend knowledge and skills to a higher level.

## Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 persons living or working in the household.
- The inspector spoke to the children during the inspection.
- The inspector took account of the views and opinions of parents through feedback provided.

## Inspector

Ann Cozzi

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Arrangements for safeguarding are not effective. The childminder has not notified Ofsted of changes to her health in order for them to carry out suitability checks. The childminder also has a weak understanding of records she must keep to ensure that children's safety and welfare are promoted. This compromises children's welfare. The childminder has maintained a paediatric first-aid qualification. This means that she is able to provide emergency care to children if they have an accident while in her care. The childminder completes safety checks of her home to help her identify and then minimise risk to children. She holds daily discussions with parents about their children's care, and at times, asks for their views about the service she provides.

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

Children show good physical skills as they play happily with a string of beads. They carefully thread them through their fingers, twisting and turning them around. They watch to see what happens next as they fall through their fingers. Young children show good levels of confidence. They initiate conversations with older children and show good imagination. They talk about how they think that a chain they are playing with looks like a snake. The childminder encourages children to learn about mathematics. She asks them to identify shapes and count how many bricks they have used to make a wall.

### Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management mean that children's welfare is not assured. Nevertheless, the childminder supports children's self-esteem and confidence. For example, she praises them for the physical and problem-solving skills they show as they create a house made out of construction bricks. Children enjoy these positive interactions and show that they feel valued by her. The childminder holds discussions with children about how to keep safe. She encourages them to share and take turns as they play. The childminder supports children's understanding of good hygiene. For example, she talks with them about why they need to wash their hands before they eat. Children have regular opportunities to play outdoors in the childminder's garden and at local parks on the way home from school.

## Setting details

<b>Unique reference number</b>	123687
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1063587
<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 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	12 March 2013
<b>Telephone number</b>	

The childminder registered in 2000 and lives in High Wych. She provides care for children before and after school. The childminder operates term time only from 7am until 8.50am and from 3.20 until to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

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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