

# Childminder Report

**Inspection date**

14 December 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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, children's health is not promoted sufficiently as the childminder does not reduce the spread of infection during activities where children explore food.
- The childminder does not have a comprehensive safeguarding policy that is in line with the Local Safeguarding Children Board (LSCB) procedures.
- Children's speech and language skills are not always effectively supported by the childminder. For example, she does not often use meaningful questioning or conversation techniques to encourage children to develop their vocabulary and verbal skills.
- The childminder does not consistently explain to children how they are expected to behave.
- Although the childminder is aware of some of her strengths and areas requiring improvement, she does not have a fully effective system in place to evaluate her practice.

### It has the following strengths

- Children are settled and happy in the childminder's care. She knows their routines and ensures she is close to children to offer reassurance when needed.
- Children concentrate well at tasks. The childminder gives them time to learn and allows children to finish an activity in their own time.
- The premises are safe and secure. The childminder checks the premises daily and minimises any risks indoors and outdoors to promote children's safety.

## 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
■ promote the good health of children and take necessary steps to prevent the spread of infection with specific regard to activities children access	22/12/2017
■ review the safeguarding policy to ensure it is in line with the guidance and procedures of the Local Safeguarding Children's Board.	22/12/2017

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

- improve opportunities for children to develop their communication skills with specific regard to supporting them to increase their vocabulary and hold conversations
- provide children with clear guidance about what is and is not acceptable behaviour
- develop the system for self-evaluation to identify weaknesses and set realistic targets for improvement.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector had a tour of the setting.
- The inspector spoke with the childminder and children during the inspection and read parent questionnaires, taking account of their views.
- The inspector completed a joint observation with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation, including children's developmental records, policies and procedures.

### Inspector

Laura Hoyland

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The childminder updates her safeguarding knowledge regularly and has recently completed training in recognising the signs and symptoms of extremist behaviour and female genital mutilation. However, her policy is not detailed enough or in line with LSCB procedures. The childminder has a positive attitude to developing her service further. She obtains parents' views through questionnaires and talks to them daily. The childminder identifies some of her strengths and areas for development, but as yet she has not successfully prioritised areas which require improving. The childminder understands the importance of working with other professionals.

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

The childminder knows children well and plans for their learning. However, children with a delay in their speech and language development are not supported consistently well to close gaps in their learning quickly enough. The childminder is not yet confident in using meaningful questioning or conversation skills to widen children's vocabulary and help them to make the best possible progress to hold conversations. The childminder works with parents to gather information about children's achievements and capabilities on entry. She shares their learning regularly with parents and monitors children's progress. The required progress check for children aged between two and three years is completed and shared with parents and professionals where appropriate.

### Personal development, behaviour and welfare require improvement

Children's health is sometimes compromised as they play. For instance, as children explore ice in a tray they suck it before returning it to the tray where other children pick it up and also suck it. This does not effectively prevent the spread of infection. The childminder knows children well. She is kind and caring, offering cuddles to children when they are tired or upset. The childminder provides children with healthy meals and ensures they exercise outside daily to promote their physical skills. The majority of children behave very well. However, on occasion some children display challenging behaviour and the childminder does not explain to them why they should not behave in this way. The childminder supervises children well. She encourages independence skills, such as when children wash their hands and dry them. The childminder is confident in dealing with minor injuries and illnesses and completes mandatory training courses, such as first aid when required.

### Outcomes for children require improvement

Children are developing some of the skills needed to successfully move on to school. They concentrate well and make friends easily with other children. They share resources and learn to take turns, for example as they complete jigsaws together. All children are confident and motivated to learn. However, some children are not making expected progress from their starting points in their speaking skills.

## Setting details

<b>Unique reference number</b>	EY488433
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	1018126
<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>	3 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2014 and lives in Hoyland, Barnsley. She operates all year round from 8am to 3pm, Monday to Friday, except for bank holidays and family holidays.

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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