

# Childminder Report

**Inspection date**

17 January 2018

Previous inspection date

19 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
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:**

- The childminder does not hold a current paediatric first-aid certificate to meet the requirements of her registration.
- The childminder does not track children's developmental progress effectively to ensure that she is able to plan challenging activities that support their good progress.
- The childminder does not work as effectively as she can with other settings and parents to ensure a more consistent approach to meeting children's care and learning needs.
- The childminder has not yet explored professional training opportunities to further develop her practice.

### **It has the following strengths**

- The childminder is kind and caring in her interactions with children. They are happy and settled with the childminder and have formed close bonds with her.
- The childminder makes some active attempts to value children's home languages. She learns some key words and uses these to talk to children as they play and during daily routines.
- The childminder promotes healthy practices. Children follow good hygiene routines and enjoy healthy snacks and balanced meals. They benefit from opportunities to be physically active and exercise at nearby parks and on daily walks to and from school.

## 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
■ obtain and maintain a current paediatric first-aid certificate	17/02/2018
■ improve the use of observation and assessment of children's development to plan challenging activities that meet their individual learning needs and support their good progress.	17/07/2018

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

- develop more effective ways to involve parents in their children's learning from the outset of the placement
- strengthen links with other settings where children attend to facilitate a two-way exchange of information and extend children's continued learning and development
- engage in available continuous professional development opportunities that build further on skills, knowledge and understanding of quality early years practice and requirements.

## Inspection activities

- The inspector observed activities indoors.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessments records.
- The inspector checked evidence of the childminder's qualifications and suitability.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.

## Inspector

Claire Jenner

## Inspection findings

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

Safeguarding is effective. The childminder supervises children as they play. She checks the environment and identifies and minimises potential risks to support their safety. The childminder has completed some training to update her understanding of child protection and wider safeguarding issues. She is aware of the signs and symptoms of abuse, and understands the importance of sharing information should she have concerns about children's welfare. The childminder is aware that some aspects of her provision need to be improved, but is unsure of the best action to take to have the most impact on improving outcomes for children. She is yet to explore appropriate training opportunities to help develop her knowledge, understanding and practice further.

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

The childminder makes some observations of children as they play. However, she does not monitor their achievements precisely enough to help her accurately identify what they need to do next. Consequently, planning is inconsistent and does not always match individual children's learning. That said, children do enjoy their time in the setting and help themselves to the resources and toys on offer. They show good imagination as they build robots out of bricks. Younger children show good physical skills as they build a tower of boxes, carefully placing one on top of the other. The childminder talks to parents on a daily basis. However, she does not always share detailed information about children's achievements, particularly when they first start, to help ensure that parents are fully involved from the outset of the placement. The childminder understands the benefit of sharing information with other settings. However, successful arrangements are not yet in place to promote a consistent approach to children's learning.

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

Children's well-being is compromised as the childminder has not updated her first-aid training before it has lapsed. However, she knows what to do in the event of a minor or more serious accident, minimising the overall impact to children. The childminder is kind and caring and knows children well. Children settle quickly and show that they feel confident and secure in her home. Their behaviour is positive. The childminder encourages children to use good manners, share and take turns during games and activities. They spend time within the local community and visit local groups with the childminder. This helps children to gain an awareness of the world beyond the childminder's home.

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

The childminder does not plan well enough to support children's individual learning. However, they are developing some skills that will help them in their future learning and the move on to school. Children are sociable and enjoy playing with their friends. They follow the rules and take turns as they play board games. Children develop their mathematical skills as they count, sort and match colours and shapes.

## Setting details

<b>Unique reference number</b>	EY406013
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	1094205
<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>	2 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	19 June 2015
<b>Telephone number</b>	

The childminder was registered in 2010 and lives in a suburb of Leicester. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 2.

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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