

# Childminder Report

## Inspection date

16 March 2018

Previous inspection date

25 September 2014

| <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   |                         | Good              | 2        |

## Summary of key findings for parents

### This provision is inadequate

- The childminder and her assistants lack knowledge and understanding of safeguarding issues, which compromises children's safety.
- The childminder has failed to notify Ofsted of changes to persons living at the childminding premises.
- The childminder has not yet established a highly targeted programme of professional development, for herself and her assistants, to raise teaching to a higher level.
- The childminder does not collect detailed information from parents about children's prior knowledge and abilities on entry, to build on what children already know and can do from the outset.

### It has the following strengths

- Children demonstrate good social skills. The childminder takes them to local groups to help children make friendships with others. She takes them to the local park to encourage children extend their physical skills.
- The childminder works well with parents to promote children's routines and boundaries at home and in her setting. This promotes consistency in managing children's behaviour.
- The childminder supports children who have special educational needs (SEN) and/or disabilities well. She works with parents and other professionals to promote the children's individual learning needs.

## 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:

|   | <b>Due Date</b> |
|---|-----------------|
| <ul style="list-style-type: none"> <li>■ ensure that all adults working with children have an up-to-date knowledge of safeguarding issues including the signs and symptoms of possible abuse</li> </ul> | 30/03/2018      |
| <ul style="list-style-type: none"> <li>■ inform Ofsted of every person living on the childminding premises to enable their suitability to be checked.</li> </ul>  | 16/03/2018      |

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

- focus more precisely on professional development to drive further improvements in the quality of teaching
- consider further ways of gathering more information from parents about what their child already knows and can do on entry.

### 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 discussions with the childminder and her assistants. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector took account of the views of parents through reading the written feedback provided.

**Inspector**  
Hayley Ruane

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The childminder and her assistants do not have a good enough knowledge of safeguarding issues. They do not know the different types of abuse or the possible signs and indicators that children's welfare may be at risk. In addition to this, the childminder has failed to inform Ofsted of all persons living at the premises to enable them to ascertain their suitability. This compromises children's safety and well-being. The childminder shares information with parents about children's learning. She provides them with a written summary of their child's progress check for children aged between two and three years. The childminder helps parents to continue their child's learning at home. For example, she gives them ideas about how to support their children's speaking skills. Improvements to the resources she provides for children has enabled them to extend their understanding of technology. The childminder has not put together a targeted programme of professional development to support her assistants and herself to improve teaching skills to a higher level.

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

The childminder observes children as they play and monitors their progress. She encourages children to develop their writing and literacy skills. The childminder praises children when they write the first letter of their name. Children recognise that print carries meaning and say, 'that is my name'. When children ask the childminder to draw them a picture of a car, she talks to them about the size of windows on the car. This helps children to develop their mathematical skills. The childminder provides children with opportunities to learn about the wider world. She encourages them to try foods from other countries. Children thoroughly enjoy baking activities and become fully immersed, doing this by themselves, promoting their independence. The childminder's assistant encourages children to crush bananas, weigh and add ingredients and to stir the mixture. The children develop an understanding of how food is made.

### Personal development, behaviour and welfare are inadequate

Weaknesses in safeguarding practice and knowledge compromises children's safety and well-being. The childminder does not ensure that children are adequately protected from risk of harm. The childminder offers children settling-in sessions when they first start. Children settle quickly, are confident and demonstrate that they are emotionally secure. They develop positive relationships with the childminder and her assistants. The childminder gathers information about children's care routines and interests from parents when children first start. However, she does not gather enough information about children's prior abilities to help her to plan more precisely for children's learning from the outset.

### Outcomes for children are good

Children make good progress in their learning and develop key skills in readiness for their eventual move on to school. They explore the use of technology and press buttons on toys, listening to the sound it makes. Children talk to electronic devices and ask it questions, to help develop their communication and language skills.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY460889  |
| <b>Local authority</b>             | Lincolnshire  |
| <b>Inspection number</b>           | 1105514   |
| <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>      | 12  |
| <b>Number of children on roll</b>  | 13  |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 25 September 2014   |
| <b>Telephone number</b>            |   |

The childminder registered in 2013 and lives in Holbeach, Lincolnshire. The childminder holds an appropriate qualification at level 3 and works with two assistants. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

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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