

Childminder Report

Inspection date

27 April 2018

Previous inspection date

24 March 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Met	
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 does not always follow her safeguarding policies and procedures and report concerns about children's safety and well-being to children's services in a timely way. This significantly compromises children's welfare.
- The childminder has not gathered, recorded or shared appropriate information from parents and other professionals working with children. This means that she does not have an up-to-date knowledge of all children in her care, particularly regarding any issues that may indicate children are at risk of harm.
- The childminder does not maintain a record of all of the required information for children. She is not clear about who has parental responsibility for each child and does not hold address details for all parents and/or carers.

It has the following strengths

- The childminder tracks children's development closely and plans activities that support what they need to learn next. Children make good progress in their learning.
- The childminder promotes children's communication and language skills well.
- The childminder helps children to understand how their behaviour may impact on others. For example, she plays games with children that encourage them to talk about their feelings and emotions.
- The childminder keeps parents well informed about their child's progress, including through daily diaries, discussions and summary reports.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	Due Date
<ul style="list-style-type: none"> ■ ensure that any concerns about children's safety or well-being are reported promptly to the appropriate agencies without delay, to safeguard children's welfare 	25/05/2018
<ul style="list-style-type: none"> ■ ensure that information is gathered, recorded and shared with parents and any professionals working with children, to ensure the safe and efficient management of the provision and to ensure all children's needs are met 	25/05/2018
<ul style="list-style-type: none"> ■ ensure that records of each child being cared for contain all of the required details, including the name and address of every parent and/or carer, and which parent and/or carer the child normally lives with. 	25/05/2018

Inspection activities

- The inspector observed the quality of teaching during activities indoors. She 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 a sample of policies and procedures, children's individual files and training records. She discussed self-evaluation with the childminder.
- The inspector spoke with children at appropriate times during the inspection.
- The inspector took account of parents' views recorded on the childminder's questionnaires.

Inspector

Helen Royston

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. Despite completing safeguarding training and recognising when a child may be at risk of harm, the childminder failed to inform relevant agencies of child protection concerns in a prompt manner. She has not gathered and maintained information from parents and other professionals to help her to identify concerns about children effectively and meet their needs. The lack of information sharing compromises children's welfare. The childminder does not consistently obtain or keep an accurate record of the required details about all children in her care, such as the home address of parents and/or carers. The childminder has reflected on the overall quality of her setting. However, this has not been effective in helping her to identify and address key weaknesses in her practice. She completes a variety of courses online, such as equality and inclusion training. This helps her to provide opportunities that promote children's learning, for instance, their understanding of diversity and different cultures.

Quality of teaching, learning and assessment is good

The childminder plans enjoyable and stimulating activities for the children. For example, babies enjoy exploring a variety of interesting materials, such as crinkly paper and large pom-poms. They follow different coloured lights with their eyes and move their bodies with excitement to different sounds. The childminder utilises opportunities to promote children's speech and language. For example, she consistently makes sounds, models key language and sings songs with babies. Children show good concentration and engagement during activities. For example, babies spend time on their tummies and the childminder encourages them to practise rolling over. This helps to promote children's physical development effectively.

Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management mean that children's safety and welfare are at significant risk. The childminder does not maintain suitable records to ensure the needs of all children are met, such as information about updated care arrangements for families. This does not ensure the safe collection of children. Nevertheless, the childminder supports children's care routines well, such as weaning babies onto solid food and calmly settling them to sleep. Children enjoy spending time outdoors and go to a variety of groups in the local area. This helps to support their understanding of the world around them and gives them the opportunity to develop their social skills.

Outcomes for children are good

Children are achieving in line with expectations. They are keen to join in activities and motivated to learn. Babies become excited when the childminder hides behind material they are exploring and then reveals her face, saying 'peepo'. They enjoy listening to songs and making sounds, such as shaking rattles. Children practise recognising numerals, shapes and colours as part of their daily activities and routines. They are creative and make a variety of marks, models and drawings. This helps children to develop key skills in readiness for school and for their future learning.

Setting details

Unique reference number	EY381052
Local authority	Calderdale
Inspection number	1121786
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	24 March 2016
Telephone number	

The childminder registered in 2011 and lives in Halifax. She operates all year round from 7am until 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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