

# Childminder Report

**Inspection date**

17 May 2018

Previous inspection date

17 November 2015

<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		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- The childminder has not ensured that the assistant has a current paediatric first-aid certificate to respond to children in an emergency quickly when she is in sole charge of them.
- The childminder does not take all reasonable steps to fully assess, minimise and remove risks in her home to keep children safe.
- The childminder does not consistently differentiate planned activities effectively so that all children have the opportunity to join in.
- Systems for self-evaluation are not robust enough to ensure the childminder reflects on her childcare service, to provide quality childcare consistently.
- The new tracking system is not fully embedded to identify the progress children make from when they first start, to evaluate the effectiveness of teaching.

### It has the following strengths

- The childminder works effectively in partnership with other professionals, to support children who have special educational needs (SEN) and/or disabilities.

## 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
■ ensure that any assistant who is left in sole charge of children for any period of time, completes paediatric first-aid training	02/07/2018
■ undertake effective risk assessments and take action to remove or minimise any hazards.	08/06/2018

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

- organise activities more effectively so that all children can participate in planned, focused activities
- improve systems to identify strengths and weaknesses, to evaluate and review the quality of practice and provision consistently
- embed the new system to track all children's learning to monitor the progress they make from when they first start.

### Inspection activities

- The inspector had a tour of the premises used for childminding.
- The inspector talked with children and the childminder at appropriate times. She reviewed an activity with the childminder.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector spoke with parents and took into account their views.
- The inspector viewed the suitability checks of the childminder and household members. She discussed the childminder's self-evaluation information and viewed a range of documentation, including her paediatric first-aid certificate and liability insurance.

### Inspector

Jane Morgan

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The childminder sometimes leaves the assistant in sole charge of children. However, the assistant does not hold a valid paediatric first-aid certificate. The childminder meets with the assistant regularly to discuss her ongoing suitability. The childminder does not consistently assess risks in her home and the garden to ensure children are kept safe and from harm. During the inspection, the gate from the outdoor area was open, which means that there was the potential for children to leave the premises unaccompanied. The childminder has attended safeguarding training to help her recognise and respond to the risks posed by extreme views and beliefs. She has a written procedure to follow if she has a concern about a child's welfare. The childminder has failed to identify and address weaknesses in her practice. Self-evaluation, safeguarding and children's welfare are weak, but there are some strengths in teaching.

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

The childminder plans imaginative activities for older children but does not consistently recognise and respond to the youngest children's eagerness to join in. The childminder observes children during their play and carries out assessments of their achievements. For example, she completes an assessment of children's abilities when they are two years old and shares this with parents. However, she has not fully embedded tracking systems to monitor the progress all children make from when they first start, to help her target teaching more precisely. The childminder offers a range of resources outdoors to enthuse and motivate children, and they are keen and eager to join in activities. For example, children enthusiastically scoop, dig and fill buckets with sand. The childminder encourages children to challenge themselves physically. Children skilfully climb the wooden steps to the playhouse and the youngest children confidently slide down the slide.

### Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management mean that children's welfare is not assured. Overall, children behave well and the childminder, co-childminder and assistant help them to understand about sharing and taking turns. The childminder prepares freshly cooked home-made meals every day and children are regularly offered a drink of water. Children of all ages are encouraged to follow good personal hygiene practices. They have plenty of fresh air as they play in the garden. The childminder is kind, caring and attentive. She forms positive relationships with parents. Parents speak positively about the care of their children.

### Outcomes for children require improvement

All children make typical progress in preparation for starting school. However, there are occasions when young children do not find it as easy to join in activities as their older friends. Children who have SEN make progress from when they first start. Overall, older children build on their self-help skills, communication and language, and some mathematical skills, which helps to support their move to school. They enjoy activities. For example, older children enthusiastically make jewelled crowns for a royal wedding.

## Setting details

<b>Unique reference number</b>	EY332526
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	1129471
<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>	15
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	17 November 2015
<b>Telephone number</b>	

The childminder registered in 2006. She lives in Streatham, in the London Borough of Lambeth. The childminder works with a co-childminder and an assistant. The childminder operates her service Monday to Friday from 7.30am until 7pm most of the year.

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