

# Childminder report

<b>Inspection date</b>	6 September 2018
Previous inspection date	30 June 2016

<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 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

### The provision is inadequate

- The childminder has not kept her knowledge of safeguarding up to date. She fails to implement an effective safeguarding policy in line with the Local Safeguarding Children Board guidance. She has a weak understanding of how to report allegations and concerns. This compromises children's welfare and well-being.
- The childminder does not implement effective procedures for keeping children safe when taking them outside the setting. This puts children at risk of harm.
- The childminder fails to keep a record of medication that she administers to children when they are in her care. This puts children's well-being at risk.
- The childminder has a poor understanding of her responsibility to monitor children's progress. She does not assess children's development well enough to obtain a clear picture of their progress from their starting points. She does not share information about learning and development with parents to keep them up to date about their children's progress.
- The childminder does not promote diversity and difference effectively. Children do not have sufficient opportunity to find out about the world around them.
- Self-evaluation is weak. The childminder fails to reflect on the quality of her practice actively or identify breaches of requirements which compromise children's welfare. She has not undertaken any professional development activities to raise her quality of teaching and improve outcomes for children further.

### It has the following strengths

- The childminder uses positive praise effectively to encourage children to make the right choices.
- The childminder helps to support children's language development and uses modelling of simple vocabulary effectively during activities with children to build on this.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
obtain an up-to-date understanding of all safeguarding matters, to ensure that any signs and symptoms a child may be at risk of harm are identified quickly and responded to in a timely and appropriate way	06/10/2018
implement up-to-date policies and procedures to safeguard children that are in line with the Local Safeguarding Children Board procedures, including what to do and whom to contact should an allegation be made against a household member or adult in contact with children	06/10/2018
implement an effective procedure for administering medicines to children that includes keeping a record of each time medicine is administered	13/09/2018
take all reasonable steps to minimise the risk to the safety of children when outside the home	13/09/2018
make accurate assessments of each child's progress and provide parents with a brief written summary of their child's development between the age of two and three years.	06/11/2018

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

- develop further opportunities for children to learn about the similarities and differences between themselves and others in the wider world
- improve the effectiveness of self-evaluation to identify areas for improvement and address professional development needs to support children's care, learning and development fully.

### Inspection activities

- The inspector had a tour of the parts of the childminder's home that children use.
- The inspector observed the childminder's quality of teaching, and both jointly evaluated the effectiveness of the childminder's interactions with children.
- The inspector sampled documentation that included planning, children's records, policies and procedures.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector spoke to parents and considered their views.

**Inspector**  
Lisa Dailey

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The childminder has failed to keep her safeguarding knowledge up to date. She is not clear on procedures to follow for dealing with concerns about a child's welfare. The childminder does not fully consider how to keep children safe when she takes them outside her own home. For example, through discussion she shows that she does not reflect on how to minimise the potential risks to children's safety on outings. She does not consider how she will be able to respond to accidents that may occur or how to contact parents in an emergency if she is unable to do this. This puts children's safety at risk. The childminder has not evaluated the quality of her care and teaching. In discussion, she has identified that she has not made improvements to her provision or knowledge since the last inspection. She does not ask parents for feedback about her service. This means that the quality of provision for children has declined.

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

The childminder uses the skills that she has to plan activities that are appropriate for children. For example, during a mark-making activity, she helps children to develop their language. The childminder introduces new words as she names colours and shapes. She shows children how to draw circles and straight lines, and they then correctly identify the colour of crayons as they pick them up. Children begin to draw circles and squiggles of their own. This shows that the childminder is helping children to develop some of the skills needed for their future learning, such as their eventual move to school. However, the childminder does not fully understand how to assess and monitor children's progress. She fails to identify correctly what children can do in relation to expectations for their age and stage of development. For instance, the childminder attempts to produce progress checks for children between the age of two and three years. However, these are not accurate and do not identify any areas where progress is less than expected. This means that the childminder is unable to support children's ongoing learning effectively. The childminder also fails to share progress checks with parents to keep them fully informed and gather their input. The childminder does not promote diversity and difference well. For example, she does not plan meaningful opportunities for children to find out about their community and the world around them.

### Personal development, behaviour and welfare are inadequate

The childminder does not ensure children's welfare due to the weaknesses in safeguarding practice. The childminder administers medicine to children following the guidelines in her policy. However, she fails to keep records of the medicines she administers to them, as required. This puts children's well-being at risk. Nonetheless, the childminder is kind and caring towards children. Children behave well. The childminder supports and encourages them and they know and follow the rules and the boundaries of the setting. For instance, she uses visual clues and gestures to support children to understand her instructions at tidy-up time. Partnerships with parents are not well established. For example, the childminder does not share information about children's progress with parents to include them in their children's learning fully. Despite this, parents comment positively on the time their children spend with the childminder.

## Outcomes for children require improvement

Children develop some of the skills they need to prepare them for the next stages of their learning. For example, children hold crayons correctly as they draw lines and shapes. They count the numbers of cars out loud as they push them down the slope, demonstrating an awareness of mathematics. Children show an interest in songs and join in singing familiar nursery rhymes. They enjoy opportunities to develop their physical skills. For instance, they climb up steps to get to the top of the slide, and they scoop and pour porridge oats from one container to another with good control. Children begin to manage their own personal hygiene routines and confidently wash their hands, and put away toys and belongings after they finish playing. Children use good manners and say 'please' and 'thank you'.

## Setting details

<b>Unique reference number</b>	EY221894
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	10064844
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 13
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	30 June 2016

The childminder registered in 2002. She lives in the Conniburrow area of Milton Keynes, Buckinghamshire. The childminder offers full-time care from Monday to Friday, all year round, including out-of-school care. She does not offer funded care for children aged two, three and four years.

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