

# Childminder report

<b>Inspection date</b>	2 October 2018
Previous inspection date	14 January 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Inadequate</b> Good	<b>4</b> 2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### The provision is inadequate

- The childminder fails to ensure that risk assessments are effective to minimise any possible risks to children.
- The childminder does not provide the appropriate support for her assistant. She does not evaluate his practice to focus on ways to improve practice and outcomes for children.
- The childminder does not record accurate registers for all children looked after on the premises and their hours of attendance.
- The childminder fails to assess children's progress effectively or provide activities that meet children's individual learning needs. Children do not make adequate progress from their starting points.

### It has the following strengths

- Daily conversations with parents help to provide continuity of care for children.
- Parents are complimentary about the childminder and the service that she provides.
- Effective settling-in arrangements help prepare children emotionally for their move into the childminder's care. Children show lovely attachments to the childminder. They affectionately snuggle into her arms, demonstrating they feel safe and secure.

## 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:

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

	Due date
ensure that effective risk assessments are undertaken to identify, check and remove or minimise any hazards to children's safety, particularly in relation to when children are playing outdoors	15/10/2018
provide effective supervision and coaching to support the assistant in his ongoing professional development, to safeguard children and meet their learning and development needs well	15/10/2018
ensure that a daily record of the names of all children looked after on the premises and their hours of attendance is kept and available for inspection at all times	15/10/2018
take action to develop a secure knowledge of all aspects of the learning and development requirements, to improve outcomes for children.	15/10/2018

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on the children's learning.
- The inspector spoke with the childminder and interacted with the children at appropriate times through the inspection.
- The inspector looked at the assessments of the children's progress and the planning documentation.
- The inspector checked the suitability of the childminder and other household members. She looked at a sample of the childminder's policies and procedures.

### Inspector

Beverley Devlin

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The childminder does not have a secure knowledge of the requirements of the early years foundation stage. She has not thought carefully about her own practice, or that of her assistant, and where she might need to make improvements. The childminder has not assessed the risks or hazards to the children when outdoors. As a result, there are breaches of legal requirements. However, the childminder does have a secure understanding of her responsibilities regarding child protection. She knows the procedures to follow if she has a concern about a child's welfare or if an allegation is made against her or her assistant. The childminder has a secure knowledge of the indicators that may suggest children are at risk of being exposed to extreme ideas about right and wrong. The childminder works closely with the local authority early years adviser and shares good practice with local childminders.

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

Weaknesses in teaching and assessment have a significant impact on children's learning and development. The childminder does not fully understand how to assess children's progress to identify precisely their stage of development or gaps in their learning. Although she carries out some observations of children as they play, she is not sufficiently aware of the expected levels of development for their ages. Consideration is not given to what each child needs to achieve and planned activities do not meet children's learning needs. However, toddlers hum nursery rhymes as they sit on the childminder's knee and enjoy turning the pages of the book. They easily operate age-related electronic toys and anticipate the sound the buttons make as they press them.

### Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management mean that children's safety and well-being are compromised. That said, the childminder provides a warm and homely environment in which children actively move around and develop their independence. The childminder effectively helps very young children to gain good personal and social skills. For example, they happily pass and share their toys with the childminder and cooperate with self-care routines, such as eating and nappy changes. Children are generally happy and form appropriate attachments with the childminder and her assistant. The childminder has flexible settling-in procedures, which she agrees with parents. This appropriately supports children's transition from home to her care.

### Outcomes for children are inadequate

Children do not make the progress they are capable of because teaching does not focus on their individual needs and next steps for learning. Children show some curiosity and eagerness to explore their environment. They develop their physical skills, for example, as they use small tools, and learn to feed themselves at mealtimes. Children do not gain the skills they need to prepare them well for school and for their future learning.

## Setting details

<b>Unique reference number</b>	EY464874
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10080475
<b>Type of provision</b>	
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	
<b>Age range of children</b>	0 - 7
<b>Total number of places</b>	5
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	14 January 2014

The childminder registered in 2013 and lives in Perton, Staffordshire. She operates all year round, from 7am to 6pm on Monday to Friday, with the exception of family holidays. The childminder holds an appropriate childcare qualification at level 3. She works with an assistant.

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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