

Childminder report

Inspection date	7 August 2018
Previous inspection date	23 March 2018

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

Summary of key findings for parents

The provision is inadequate

- Although supervision of assistants has been introduced, the provider has not ensured that all assistants are able to follow safeguarding procedures in English. This leaves children at risk.
- The provider has not obtained written permission before administering medication, which may leave children's health at risk.

It has the following strengths

- The provider has taken some positive steps to make improvements. She has attended training and is now able to recognise signs and symptoms of child abuse, and understand data protection requirements. Consent from parents to leave children in the sole care of an assistant is in place, and appropriate insurance for the use of vehicles has been obtained.
- Children develop strong relationships with adults. They enjoy attending and are well settled. Consequently, they behave well.
- Children show a kind and caring nature towards their friends. They include younger children in their play, and initiate conversations with each other. This helps all children to develop their spoken language skills in English.
- Children make progress in all areas of their learning and development because the provider plans an exciting and challenging range of activities, suitable to their age and ability.
- Parents are fully involved in their child's progress through detailed feedback and discussion.

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
improve the supervision and training of assistants to ensure they have a clear understanding of, and are able to implement, the procedures to be followed in the event of a safeguarding concern, or an emergency	14/09/2018
ensure written consent is obtained from parents before any medication is administered	14/09/2018

Inspection activities

- The inspector observed activities throughout the inspection.
- The inspector viewed the parts of the premises used by children.
- The inspector held meetings with the provider
- The inspector looked at a range of documentation including safeguarding records, policies and procedures, and information about children.
- The inspector took account of the views of parents and children spoken to on the day.

Inspector

Kamaljit Jandu

Inspection findings

Effectiveness of leadership and management is inadequate

The arrangements for safeguarding are ineffective. The provider does not ensure that assistants with limited English language are able to make direct contact with other agencies in the event of a child-protection concern or emergency situation. Written permission to administer medication to children is not obtained from parents. This significantly compromises children's safety and well-being. Professional development opportunities have been used to support the provider in improving her knowledge of local safeguarding procedures. Adults work well together in supporting children on a day-to-day basis. Children are effectively supervised and supported. The well-planned activities and learning environment mean that children make good progress in relation to their starting points. Effective use of children's home language in conjunction with English means that partnerships with parents are well established and positive. Feedback to parents about their child's development and learning is detailed.

Quality of teaching, learning and assessment is good

Children are well supported to make progress because the systems for planning and assessment have been improved. Detailed information is obtained from parents when children start, which means the provider knows each child well. This information is used to plan a good range of exciting and challenging activities, which children enjoy. Adults interact well with children as they support them in their chosen activities. For example, children develop their counting skills as they count how many children and adults are present. They plant seeds in the garden and learn about nature. The provider encourages children to translate for each other when they speak in their home language, and they sing songs and rhymes, which supports their English language development. Accurate assessment of children's achievements helps the provider identify next steps for their development. Mark-making opportunities, using materials such as sand, paint and water, are utilised well to help children develop early writing skills. Younger children are supported in their physical development as they are encouraged to run down a small incline in the garden, and try to run back up. This helps to build their muscles and improve their balance.

Personal development, behaviour and welfare are good

The welcoming and stimulating environment, both indoors and outdoors, means that all children, including those who are new, settle quickly. Relationships between adults and children are friendly and positive. Children play comfortably alongside each other, and older children include younger ones in their activities. A balance of adult-led and child-initiated activities means that children learn and develop at their own pace. Children are encouraged to help their friends and to share their toys. Children listen well to adults who speak to them sensitively. They are praised for their achievements, such as managing to visit the bathroom alone and washing their hands. This helps to develop their independence. Consequently, children take pride in their achievements and behave well. Parents speak highly of the support provided to them and their children by the setting.

Outcomes for children are good

Children make good progress in relation to their starting points. They benefit from being understood in their home language, and are developing their spoken English. They are emotionally well prepared for the next stage in their learning because they are treated with respect and understanding. They are motivated and eager to learn new skills. They respond well to the high expectations of adults, and their achievements are valued and celebrated. Strong relationships with adults support their developing social skills and independence as they interact positively with their friends. Children are developing a secure foundation in readiness for school.

Setting details

Unique reference number	EY546465
Local authority	Coventry
Inspection number	10061284
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 - 5
Total number of places	6
Number of children on roll	10
Date of previous inspection	23 March 2018

The provider registered in 2017. She operates all year round, from 7am to 5pm Monday to Friday, except for bank holidays and family holidays. The provider works with two assistants.

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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