

Childminder report

Inspection date	7 December 2018
Previous inspection date	6 May 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- The childminder does not consistently implement good hygiene practices, particularly when changing nappies or at mealtimes. This compromises children's good health and puts them at risk of cross-infection.
- The childminder does not always provide a suitable range of accessible learning experiences for younger children to enhance their development.
- The childminder does not consistently provide children with sufficient challenge to maximise their learning in counting and numbers.
- The childminder does not use self-evaluation effectively enough to identify and address weaknesses in her practice. She does not seek the views of parents to help improve her provision.

It has the following strengths

- Children are settled and happy. They form positive emotional attachments with the childminder. For example, they are confident to go to her for cuddles and reassurance.
- The childminder promotes children's developing language and communication skills. She engages children in conversation and introduces them to new words.
- Children enjoy fresh air daily and benefit from being physically active. For example, they regularly accompany the childminder on the school run and go for walks to the local park and visit the ducks.
- The childminder recently completed online safeguarding training, which helped to broaden her understanding of the 'Prevent' duty guidance.

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 hygiene routines, particularly when changing nappies to minimise the risk of cross-infection, and promote good handwashing practices.	21/12/2018

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

- provide a wider range of age-appropriate toys and learning experiences for younger children
- extend children's knowledge and understanding of numbers and counting
- improve self-evaluation and focus more accurately on identifying targets to support continual improvement, including seeking feedback from parents to help with this process.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and the children during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector discussed with the childminder her understanding of child protection and her effectiveness in promoting children's good health and hygiene routines.

Inspector

Linda Newcombe

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. The childminder has a suitable knowledge of the possible signs and symptoms of abuse. She understands the procedures to follow to report a concern regarding the welfare of a child in her care. The childminder is aware of wider safeguarding matters. For example, she knows the signs that may indicate a child is being exposed to extreme ideas or behaviour. The childminder works in partnership with parents and teachers at the local school. For example, she obtains information from parents about their children's likes and interests when they first start. She shares information with teachers at school to support the ongoing care and learning of the children. However, the childminder does not evaluate her provision well enough to identify all weaknesses in her practice. She does seek feedback from parents to help her develop and improve her provision. However, she does demonstrate a commitment to making the necessary improvements.

Quality of teaching, learning and assessment requires improvement

The childminder observes children's play and makes appropriate assessments of their learning to identify any gaps in their development. Older children take part in a range of activities, such as role play, drawing and crafts. For example, they use scissors to cut paper and enjoy making marks with different coloured pencils. The childminder shows children how to use tools purposefully and safely. She makes good use of spontaneous opportunities to encourage children to name the colours. However, she does not always maximise opportunities to develop children's counting and number skills. Older children are confident to engage in play and conversation with visitors, for example, they pretend to make cups of tea for them. Children are confident to explore the toys the childminder puts out for them. However, younger children are not given the same range of play and learning opportunities as the older children.

Personal development, behaviour and welfare require improvement

Children behave well. They use their manners appropriately. For example, they say 'please', 'thank you' and 'sorry' when appropriate in their play. Children play well together and form good friendships with each other. Older children are beginning to show consideration for the younger children, such as including them in their play. The childminder promotes healthy eating, for example, she encourages parents to provide healthy food options in the children's lunch boxes. However, the childminder does not consistently adopt good hygiene practices. Sometimes, she forgets to wash children's hands before eating and uses the same blanket when changing the nappies of the younger children. This puts children at risk of cross-contamination.

Outcomes for children require improvement

Children make suitable progress from their starting points and acquire the basic skills they need for their next stage in learning or their move on to school. Older children enjoy looking at books and listening to stories with the childminder. Younger children show confidence in their physical development as they practise their walking skills and explore their surroundings. Children enjoy singing, dancing and doing the actions to their favourite songs.

Setting details

Unique reference number	EY219922
Local authority	Leicester
Inspection number	10070955
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 6
Total number of places	6
Number of children on roll	8
Date of previous inspection	6 May 2015

The childminder registered in 2002 and is located in Leicester. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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