

Childminder report

Inspection date	19 December 2018
Previous inspection date	8 September 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		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This is a provision that requires improvement

- The childminder does not ensure that all of her assistants, who are sometimes left in sole charge of children for short periods, have completed full paediatric first-aid training.
- The childminder has not established a targeted programme for the professional development of herself and her assistants to raise the quality of teaching even further.

It has the following strengths

- Children are happy when they are with the childminder and her assistants. They settle quickly when they arrive and enjoy the time they spend in the childminder's home.
- Children look to the childminder and her assistants for reassurance and comfort, which they receive readily. They enjoy plenty of cuddles and affection and form close bonds which help children feel safe.
- The childminder is a good teacher who promotes children's learning and development well. She plans a wide range of activities and experiences for children based on their interests and what they need to learn next.
- Children's behaviour is very good. They share and take turns with one another with some support from the childminder. Children learn about manners and kindness from the childminder and her assistants. The childminder has high expectations of the children, which they understand because she is consistent in her practice.
- Children's individual needs are met by the childminder because she spends time getting to know them well. Children sleep, eat and play according to their own routines.
- Parents speak highly of the childminder. They comment that she supports their children to make good progress in their learning and development.

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
ensure that all assistants have completed full paediatric first-aid training before they are left in sole charge of children for any period of time.	20/12/2018

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

- establish a targeted programme for professional development to enhance the childminder's and her assistants' teaching practice further, to promote the best outcomes for children's learning and development.

Inspection activities

- The inspector viewed all areas of the home used by the children.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder, an assistant and children during the inspection. She looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Clare Johnson

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder does not ensure that all of her assistants have completed full paediatric first-aid training as required before she leaves them in sole charge of children. Despite this, the childminder does check that her assistants have received some first-aid training and she does not leave children alone with assistants for very long. Safeguarding is effective. The childminder does understand her responsibilities regarding child protection. She knows the action she must take if she was concerned about a child in her care and ensures her assistants also understand the correct procedures. The childminder reflects on her teaching practice and identifies areas for improvement. She attends regular training courses and keeps herself up to date with early years practice. The childminder communicates well with her assistants. They constantly share information about children's learning and development.

Quality of teaching, learning and assessment is good

The childminder observes children and assesses their progress accurately. She provides regular updates to parents on children's progress. The childminder is good at making the most of spontaneous learning opportunities. For example, when children show an interest in the bubble mix they notice on a high shelf, she asks if they would like to play with it. The children become very excited and jump up and down, popping the bubbles as the childminder blows them. Babies squeal with delight and wave their arms around as the bubbles float down to them. Children have a go at blowing the bubbles for themselves and are praised for their efforts. The childminder skilfully promotes children's communication and language development as she uses a wide and varied vocabulary. This is a physical activity where everyone is included and there is plenty of laughter.

Personal development, behaviour and welfare require improvement

There is some negative impact on the care of children because not all assistants who are left alone with children have completed full paediatric first-aid training. That said, the childminder generally promotes children's health well. Children learn the importance of good hygiene as they wash their hands before eating. Babies have their hands and faces wiped regularly and the childminder's home is clean. The childminder encourages parents to provide healthy food for their children to eat. Babies' bottles are sterilised before use and the childminder stores cold food appropriately in the fridge. Children have daily opportunities for fresh air and exercise in the childminder's garden and when they go out and about in the local area.

Outcomes for children are good

Children make good progress in their learning and development based on their individual starting points. Their mathematical and technological development is promoted as they play with an interactive colour and shape recognition toy. The childminder supports children's problem-solving skills by giving them time to have a go and work together to think of their own ideas and solutions. Children twist and turn the toy to find the right shape and colour slot for their piece. They concentrate and persevere at the activity for some time, playing happily alongside their friends. Children are supported well for when they start school.

Setting details

Unique reference number	EY358035
Local authority	Lincolnshire
Inspection number	10064668
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 10
Total number of places	12
Number of children on roll	20
Date of previous inspection	8 September 2015

The childminder registered in 2007 and lives in Branston, Lincolnshire. She operates all year round, from 7.45am to 6pm from Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She works with three assistants on a regular basis. The childminder provides funded early education for two-, three- and four-year-old children.

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