

# Childminder report

<b>Inspection date</b>	6 March 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Inadequate</b> Not applicable	<b>4</b>
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- There are times when the childminder leaves children in the sole care of adults who have not had all suitability checks completed.
- The childminder does not ensure that all adults who take sole charge of children on outings hold a paediatric first-aid certificate.
- On occasions, the childminder does not always give children enough time to think about and answer her questions before she asks another question or answers for them.
- The childminder has not yet established highly effective partnership working with other providers, to help promote a more collaborative approach to children's learning and development.

### It has the following strengths

- The childminder undertakes ongoing assessment and monitoring of what children can and cannot do. She uses this information to identify any gaps in children's learning and to plan for their next steps. All children make good progress in their learning and development from their individual starting points.
- The childminder provides parents with regular information about the activities children take part in and the progress they make during their time with her. She successfully encourages parents to share what they know about their child's learning at home.

## 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 suitability checks are completed for all adults who have unsupervised contact with children being cared for	15/03/2019
ensure any person who has sole charge of children on outings has completed an appropriate paediatric first-aid qualification.	08/03/2019

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

- improve partnerships with other settings children attend and share detailed information about their development
- give children more time to think about and respond to questions, to build on their thinking and problem-solving skills.

### Inspection activities

- The inspector observed activities and reviewed the childminder's quality of teaching. She carried out a joint evaluation with the childminder.
- The inspector looked at relevant records, documents and policies available.
- The inspector viewed all areas of the home used for childminding and the toys and resources available.
- The inspector checked evidence of the suitability of the childminder and adults living and working on the premises and of the childminder's qualifications.
- The inspector held discussions with the childminder and talked to children at appropriate times during the inspection. She spoke to parents on the day and also took account of parents' written views.

### Inspector

Karen Laycock

## Inspection findings

### Effectiveness of leadership and management is inadequate

Arrangements for safeguarding are not effective. The childminder has not ensured that all suitability checks are completed before allowing adults to have unsupervised access to children. She has not ensured that adults who have sole charge of children on outings hold a paediatric first-aid certificate. That said, the childminder has a good understanding of the possible signs and symptoms that may indicate a child is at risk of harm or extreme views, and where to report any concerns she may have about a child's welfare. The childminder has suitable systems in place to supervise and mentor her assistant. She has evaluated her practice and identified ways in which she can be more effective in communicating with parents about their children's learning in her home. The childminder keeps her own knowledge up to date and refreshes her skills, for example, through support from local authority advisers, completing training courses and undertaking personal online research. She is a member of a local childminding network which meets regularly to share ideas and best practice.

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

Overall, the well-qualified childminder is an effective teacher who effectively supports children to make consistently good progress in their learning. Children become motivated learners and focus for prolonged periods of time. The childminder uses her good teaching skills to help consolidate and extend children's learning as she playfully interacts with them. Children develop good dexterity as they used a range of tools and utensils to fill and empty containers and make marks in flour. The childminder adapts the activity well for all children. For example, she talks to older children about size and quantity and helps younger children to learn to count and recognise shapes. Children enjoy imaginative play and act out scenarios using play food, kitchen accessories and toy irons. Interactions from the childminder help to extend children's vocabulary and understanding. Children take part in activities which help them to learn about different cultures and traditions.

### Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management put children's safety and welfare at risk. Despite this, the childminder is kind and caring and children develop strong bonds with her. Children behave well. They learn to share and take turns. The childminder helps children to recognise potential dangers and teaches them how to keep themselves safe. For example, during trips outdoors, children learn about road safety. The childminder implements good hygiene procedures. For instance, she ensures children wash their hands after touching her pet dog.

### Outcomes for children are good

Children are making good progress and acquiring key skills and abilities to help them to be ready for school, when the time comes. Their early mathematical skills are developing well and they are learning to count and sort objects by category. Children are happy, confident and independent. They enjoy handling books and listening to stories, and learn to put on their own shoes and coats. Children learn to be kind, sociable and considerate of each other's needs.

## Setting details

<b>Unique reference number</b>	EY543887
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	10090458
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2017 and lives in Wolverhampton. She operates all year round from 7.15am to 5.15pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-olds. The childminder works with an assistant.

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