

Childminder report

Inspection date	26 April 2019
Previous inspection date	18 May 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Good	4 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

This provision is inadequate

- The childminder has not ensured that she has maintained a current first-aid qualification. This compromises children's welfare.
- The childminder does not have a clear knowledge and understanding of her role to deliver the learning and development requirements. As a result, children do not have consistent opportunities to learn and develop in all areas of learning or build on their existing skills.
- The childminder is not using her observations of children effectively. She is unable to plan for their next steps in learning in all areas. Consequently, children are not making good progress.
- The childminder does not complete accurate assessments of children's abilities, including using initial information from parents when children first start with her. This means she does not identify any gaps in their learning so that these can be addressed.
- The childminder does not undertake professional development to keep her skills and knowledge up to date.

It has the following strengths

- The childminder forms strong relationships with children, who show they enjoy being with her. They actively seek her out to play with them and come to her when they need comfort.
- The childminder provides children with nutritious meals and snacks. She gives them access to outdoor play where they benefit from exercise and fresh air. This helps to promote their good health.

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 an appropriate first-aid qualification is obtained and maintained at all times	06/05/2019
gain a clear knowledge and understanding of how to deliver the statutory learning and development requirements	28/06/2019
use ongoing observations of children to plan for their next steps in learning in all areas	28/06/2019
ensure assessments of children's stages of development are accurate and reflect their current abilities in all areas of learning, including the use of information gained from parents when children first start in the setting	28/06/2019
access development opportunities to keep professional knowledge up to date, to develop practice and offer consistently good-quality learning experiences for children in all areas of learning.	28/06/2019

Inspection activities

- The inspector viewed the areas used for childminding. She talked to children and the childminder at appropriate times throughout the inspection and observed a variety of activities.
- The inspector looked at evidence of the suitability and qualifications of the childminder as well as a selection of policies and procedures, including safeguarding. She discussed risk assessments and the childminder's self-evaluation process.
- The inspector carried out a joint evaluation of an activity with the childminder. She discussed children's learning and development.
- The inspector took account of the views of parents by reading a number of their comments in letters obtained by the childminder.

Inspector
Susan Sykes

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The childminder has not ensured that she has an up-to-date first-aid certificate. This compromises children's welfare. However, the childminder has a suitable knowledge of how to recognise the possible signs and symptoms of abuse. She knows the procedures to follow should she have a concern about a child. Although the childminder holds a relevant qualification in childcare, she does not have a clear understanding of how to deliver the learning and development requirements. Furthermore, she does not access current professional development or training opportunities. This means she does not develop her practice and this impedes on children's progress. The childminder evaluates some of her provision. For example, she has developed the outdoor area to offer children additional learning opportunities. Parents report that they are happy with the childminder and the service she offers.

Quality of teaching, learning and assessment is inadequate

The childminder is not using her observations of children to enhance or extend their development across all areas of learning. She does not use assessments to understand their level of achievement. As a result, she does not identify gaps in children's development. The childminder does not gather enough information from parents to make initial assessments of their children. This means she does not plan effectively when children first start with her. The childminder supports children's communication and language skills. For example, she reads stories to them and they enthusiastically join in. The childminder helps children's understanding of mathematics. For instance, they have fun as they play dominoes, counting the spots on each one and recognising the corresponding number.

Personal development, behaviour and welfare are inadequate

The childminder does not promote children's welfare due to the weaknesses in the leadership and management of the setting. However, children settle quickly and show that they are happy in the setting. They have access to a suitable range of toys and activities. Children learn about their own and other people's similarities and differences. For example, they take part in activities which explore festivals of different cultures. Children learn about the wider world as they, for instance, go on outings in the local area or go to a local toddler group.

Outcomes for children are inadequate

Children are not making good progress. The childminder is not carrying out observations of children effectively to build on their existing skills. This means that she is not preparing them well enough for their individual next stage of learning and eventual move to school. However, children are forming firm friendships and show that they are becoming increasingly independent. For example, when they have opportunities to choose what they want to play with, they are confident to make those choices.

Setting details

Unique reference number	260519
Local authority	Lincolnshire
Inspection number	10072743
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	18 May 2016

The childminder registered in 2001 and lives in Baston, Lincolnshire. She operates all year round from 7am to 6pm, Monday to Friday, except for family holidays and bank holidays. The childminder holds an appropriate qualification at level 3.

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