

# Childminder report

<b>Inspection date</b>	23 May 2019
Previous inspection date	22 January 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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 has not maintained a current paediatric first-aid certificate. This is a breach of requirements. Consequently, children's health and well-being are not promoted to the highest possible level.
- The childminder does not assess the progress of the two-year-old children effectively. She does not provide every parent with a progress check for their child when aged between two and three years, to share with relevant professionals. This means that any early intervention needed may not be identified.
- The childminder's self-evaluation process fails to identify and address all the weaknesses in the provision, including any training required. Not all children make the progress they are capable of.

### It has the following strengths

- The childminder takes children on a range of exciting outings that offer them physical challenge and sensory experiences. For instance, she takes children on weekly forest school visits where they investigate sticks, leaves, mud and water. Furthermore, they visit museums, large adventure playgrounds, and country parks where they climb on trees.
- The childminder provides children with nutritious and balanced meals and snacks. She promotes children's independence skills well. For example, children regularly help to prepare healthy meals and make cakes.
- The childminder provides warm, loving care and responds quickly and sensitively to children's needs. She uses successful strategies to help children behave well. This helps children to feel relaxed and safe, and confident to take part in new experiences.

## 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 a current paediatric first-aid certificate is maintained at all times	23/06/2019
provide every parent with a written summary of the progress check for children aged between two and three years to share with relevant professionals, and use this information to plan effectively for children's good progress.	23/06/2019

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

- develop the self-evaluation processes so that areas for improvement are identified and acted upon swiftly and that outcomes for all children improve.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living or working in the household.
- The inspector interacted with younger children during the inspection and took account of the views of older children through written feedback provided.

**Inspector**  
Linda Yates

## Inspection findings

### Effectiveness of leadership and management requires improvement

The childminder's self-evaluation processes do not identify all the weaknesses in her provision. For example, neither the childminder or her assistants have renewed their paediatric first-aid training. This means their knowledge and skills about how to administer first aid effectively are not kept as up to date as possible. Furthermore, the childminder does not provide all parents with a written summary about their child's progress when aged between two and three years. However, the arrangements for safeguarding are effective. The childminder has attended child protection training. She is aware of the possible signs of abuse and the procedures she must follow if she has any concerns about a child. The childminder regularly observes her assistant's practice and has regular chats with her where they can discuss any concerns that arise. The childminder has developed an effective partnership with the local school so that they can share information about children's individual learning needs. This helps to ensure continuity for children's care and learning. The childminder informs parents about the types of activities and experiences she provides for children, for example, through daily chats and by sharing photographs.

### Quality of teaching, learning and assessment requires improvement

The childminder does not make sure that all of the two-year-old children make the progress they are capable of. This is because she does not evaluate children's development across all the relevant areas of their learning at the statutory progress check for children aged between two and three years. Consequently, the childminder does not always have all the information she needs to plan effectively for the two-year-old children. Nevertheless, the childminder uses a range of effective teaching strategies in her interactions with the children. For example, she models how to make a sandcastle. She describes what she is doing, helping children to understand language. The childminder encourages children to follow their own interests. For instance, children experiment as they rub the sand with their hands and listen to the sounds they can make as they bang the spade on the sandpit tray. The childminder encourages the children to explore the sand with their bare feet. She expands children's exploration even further. For example, the childminder introduces water to the sand activity. Children shake the watering cans and watch the water splash out.

### Personal development, behaviour and welfare require improvement

Weaknesses identified in leadership and management do not ensure that children's safety and welfare are of the highest priority at all times. However, the childminder helps children to develop their social skills and to familiarise themselves with the school environment well. For instance, she regularly takes the younger children to the toddler group, and to school when she takes and collects the older children.

### Outcomes for children require improvement

Weaknesses identified in teaching, learning and assessment do not ensure that children make the best progress. However, children learn some of the skills that help to prepare them for their move on to nursery or school. For example, children concentrate well as they make marks on paper with crayons and play with the small cars and garage.

## Setting details

<b>Unique reference number</b>	223749
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10106203
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	22 January 2015

The childminder registered in 1993 and lives in Beckbury, near Shifnal in Shropshire. She operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works part time with an assistant.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

