

# Childminder report

<b>Inspection date</b>	17 June 2019
Previous inspection date	19 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Inadequate</b> Good	<b>4</b> 2
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

- The childminder's knowledge of how to protect children in her care is inadequate. For instance, she lacks understanding of the signs that might indicate that a child is at risk of extreme views and behaviours. She does not have a strong knowledge of how to respond to disclosures made by children. This puts children at risk of harm.
- Children are put at risk as the childminder fails to identify possible hazards. She does not consistently identify areas of the environment and equipment that require checking regularly and ensure that they are safe and fit for purpose.
- The childminder's self-evaluation is not fully effective. She does not actively reflect on all aspects of her practice. For instance, she does not identify and address breaches of requirements which compromise children's safety.
- The provision for children who prefer to learn outside is less well developed. The childminder has not fully considered how she can adapt her provision to support these children better.

### It has the following strengths

- The childminder knows the children in her care well. For instance, she monitors their progress effectively over time and identifies appropriate next steps for their learning. She plans a range of interesting learning opportunities. Children make good progress from their starting points.
- Since the last inspection, the childminder has increased opportunities for children to develop their awareness of people and communities beyond their own experience. This is evident when children learn about celebrations and festivals in the calendar year, such as Diwali and Chinese New Year. Children enjoy tasting traditional foods from other countries, such as Morocco.

## 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
develop knowledge and understanding of the signs and symptoms of extreme views and behaviours and their impact on children's safety	18/07/2019
develop a secure understanding of how to respond in the event of a disclosure being made by a child	18/07/2019
identify aspects of the environment and equipment to be checked regularly and ensure they are fit for purpose.	18/07/2019

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

- improve the effectiveness of self-evaluation and address and implement areas for improvement
- consider how to offer more opportunities for children to explore and practise the skills that they are learning, particularly for those who enjoy learning outside.

### Inspection activities

- The inspector had a tour of the parts of the childminder's home that children use.
- The inspector observed the childminder's quality of teaching, and both jointly evaluated the effectiveness of the childminder's interactions with children.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector checked evidence of the suitability of the childminder, looked at a selection of policies and sampled children's records. She spoke to the childminder about how she evaluates the effectiveness of her provision.
- The inspector considered the written views of parents.

### Inspector

Lisa Dailey

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The childminder does not understand how to respond appropriately to children if they make a disclosure to her. She does not consider how her actions could put them at further risk of harm. For example, she says that she would always talk to parents if children make a disclosure to her, including if the child says that the parent has harmed them. The childminder has not kept up to date with wider child protection issues and is unable to recognise when children may be at risk of harm from extreme views and behaviour. She does not understand the impact that this could have on children's safety. The childminder does not consistently minimise potential risks to children. She does not identify all areas of her premises that she needs to check regularly and ensure that they are fit for purpose. This is demonstrated by her lack of robust checks in the bathroom and of toys and equipment. For instance, children use the bathroom unsupervised. It contains several cleaning products which children can access. The childminder does not ensure that all toys and equipment are safe for use. This includes young children using the trampoline who are not within the age range recommended by the manufacturer. The childminder does not recognise times when it is appropriate to remove toys from children with small detached parts due to their choking hazard.

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

The childminder networks with other childminders to share ideas and help improve her teaching. This is having a positive impact on outcomes. For instance, she has recently changed how she monitors children's progress. This is helping her to keep a more accurate record of children's progress over time. The childminder uses her observations well to plan activities which children enjoy. This is demonstrated when she plans a water play activity for younger children who show an interest in messy play. The childminder shows children how to turn moving parts in the water tray and encourages them to try for themselves. Children smile and giggle as their turning actions push water and 'fish' along the water pipes. The childminder helps to develop children's language and communication as they play. She uses words such as 'splash' and 'drip' as she and the children make raindrops with their hands. The childminder develops strong partnerships with parents. This is evident when she gets to know children and families well before they start at her setting. For example, she offers flexible settling-in sessions and parents complete an 'All about me' form. This helps the childminder find out about children's favourite activities and what they know and can do. As a result, children's care and learning needs are met as soon as they start at the setting. The childminder maintains good communication with parents, including by using two-way communication books and by sharing children's achievements in their scrapbook.

### Personal development, behaviour and welfare are inadequate

The childminder does not ensure children's safety and welfare due to weaknesses in her safeguarding knowledge and risk assessment procedures. However, she is kind and caring and provides cuddles and reassurance to children when needed. This promotes children's emotional development. The childminder supports children's behaviour suitably well. She makes use of advice from professionals, such as the health visitor and family

support worker at the local children's centre to help her meet children's needs. Children are well behaved. The childminder develops sound partnerships with staff at other settings that children attend. For instance, she works with staff at the local pre-school to help to support children as they learn to use the toilet and develop their self-care skills. This helps to enhance children's confidence. Parents report that they are happy with the care that the childminder provides. They say that she is 'flexible', 'caring' and 'supportive'.

### **Outcomes for children are good**

Children are happy and keen learners. They are well prepared for the next stages in their education. They show an interest in books, turning the pages and looking at the pictures. They develop positive social skills. They talk to the childminder about their morning at pre-school and talk to visitors about toys that they enjoy playing with, such as cars and trucks. Younger children develop strong physical skills. They confidently walk around on their own, crouching and picking up toys of interest. They begin to climb up steps on the slide and push themselves down. Children develop effective self-care skills. They feed themselves their lunch and pick up and drink from cups independently. They learn to manage their own toileting needs.

## Setting details

<b>Unique reference number</b>	EY423093
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10074715
<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 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	19 May 2016

The childminder registered in 2011. She lives in Berinsfield, Oxfordshire. She provides care during weekdays from 7am until 7pm and operates her service for most of the year. She accepts funding for the provision of free education for children aged two, three and four years. The childminder holds an appropriate childcare qualification at level 3.

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