

Childminder report

Inspection date	22 August 2019
Previous inspection date	2 April 2015

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 is not clear about the procedure to follow in the event of an allegation being made against her or a member of her family. Furthermore, she has not gained sufficient knowledge of the 'Prevent' duty guidance. This means that she is not aware of what to do if a child becomes at risk of extreme views.
- The childminder does not prioritise her professional development to remedy weaknesses in her practice and raise the quality of teaching to the highest level.
- The childminder does not effectively provide children with consistent boundaries and clear explanations of what is acceptable behaviour. Consequently, children do not always know what is expected of them and, at times, they display unwanted behaviour.
- The monitoring and assessment of children's learning are ineffective. The childminder fails to accurately assess children's stages of development. This means that gaps in children's learning go unnoticed and children do not make good enough progress.
- The childminder does not plan activities that challenge young children to achieve success in their next stage in learning.
- The childminder does not carry out progress checks for children aged between two and three years. This means she is unable to provide parents and other professionals with an accurate view of children's progress.

It has the following strengths

- The childminder teaches children about good hygiene practices as part of their daily routines. For example, they wash their hands before snack time and after using the toilet.

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 a secure knowledge of the procedures to follow in the event of an allegation being made, including informing the local authority designated safeguarding officer	20/09/2019
improve knowledge of the 'Prevent' duty guidance for England and Wales 2015 to protect children who may be at risk of harm	20/09/2019
manage children's behaviour in an appropriate way, that gives them clear messages about safe play and what is expected of them at different times and in different situations	20/09/2019
use assessment to accurately identify where children are in their development and rigorously monitor their ongoing development, to correctly establish what children need to learn next	18/10/2019
plan and provide challenging activities that focus on children's most-relevant next steps in learning	18/10/2019
complete the required progress check for children aged between two and three years and provide parents with a written summary of their child's development in the prime areas of learning	18/10/2019
improve professional knowledge and teaching, so that all children can be provided with quality learning and development experiences.	20/09/2019

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector was given a tour of the areas of the home used for childminding purposes.
- The inspector looked at children's records, a sample of policies and evidence of the suitability of the childminder and other adults in the household.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection and took account of the views of parents.

Inspector
Lianne McElvaney

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The childminder lacks a secure knowledge of some of the child protection procedures she must follow. She has not taken sufficient steps to keep her training updated about some wider aspects of safeguarding issues. The childminder does not ensure her professional development is up to date. Consequently, gaps in her knowledge lead to children's learning needs not being met. That said, the childminder does recognise the possible signs that a child may be at risk of harm. She knows how to report any concerns she may have in a timely manner. The childminder risk assesses the environment to prevent children being put at risk of injury.

Quality of teaching, learning and assessment is inadequate

Weaknesses in teaching and assessment have a significant impact on children's learning and development. The childminder does not accurately measure the progress children make. She does not plan activities to meet children's individual learning needs. The childminder fails to build on children's interests or extend their learning. Activities are generally mundane. The childminder does not offer children the challenge they need to make progress in their learning. As a result, children become bored and move quickly from one activity to another. The childminder does not review each child's progress, as required, between the ages of two and three years. The childminder offers parents daily verbal feedback about children's routines and daily experiences.

Personal development, behaviour and welfare are inadequate

The identified weaknesses have a negative impact on the safety and welfare of children. Furthermore, the childminder does not help children to understand the importance of boundaries and expectations of behaviour. When children stand on chairs, she does not encourage them to get down or explain why this puts them at risk of injury. Consequently, children are not learning how to behave appropriately or keep themselves safe. Children have opportunities to be physically active on a daily basis. The childminder provides children with a varied and well-balanced diet. This helps children to learn how to lead a healthy lifestyle. Children demonstrate their positive relationships with the childminder. For example, they go to the childminder for cuddles and receive praise and reassurance. This helps children to feel confident and emotionally secure. Children confidently explore their environment and make independent choices about what they would like to play with.

Outcomes for children are inadequate

Children do not make the progress they are capable of due to weaknesses in teaching. They lack enthusiasm to engage in their learning and struggle to maintain their attention. For example, although children show an interest in books, the childminder fails to sustain their interest. Consequently, their understanding of stories is not developed. They do not learn to persist well when completing tasks and struggle to build on what they already know and can do. Children are not fully equipped with the key skills needed for the eventual move on to school. Despite this, children use some mathematical language in their play. For example, they talk about shapes and size.

Setting details

Unique reference number	260849
Local authority	Derby
Inspection number	10059751
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	2 April 2015

The childminder registered in 2001. She lives in the Chaddesden, Derby. The childminding provision operates Monday to Friday from 6.30am until 6pm, all year round, except for Christmas and bank holidays and family holidays.

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