

# Childminder Report

**Inspection date**

12 January 2016

Previous inspection date

28 March 2012

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Inadequate</b>    | <b>4</b> |
|---------------------------------------------------------------|-------------------------|----------------------|----------|
|                                                               | Previous inspection:    | Good                 | 2        |
| Effectiveness of the leadership and management                |                         | Inadequate           | 4        |
| Quality of teaching, learning and assessment                  |                         | Requires improvement | 3        |
| Personal development, behaviour and welfare                   |                         | Inadequate           | 4        |
| Outcomes for children                                         |                         | Requires improvement | 3        |

## Summary of key findings for parents

### This provision is inadequate

- The childminder has not kept up to date with legislative changes and her understanding of the statutory requirements is poor. She has failed to ensure her assistant has completed the required paediatric first-aid training. The childminder cannot demonstrate that she has obtained parent's permission to leave children with her assistant.
- The childminder does not complete the progress check for children between the ages of two and three years. This has a negative impact on her ability to work with parents and, where necessary, other professionals to effectively support and meet any identified gaps in children's learning and development.
- Self-evaluation is not effective. The childminder does not have a robust system to fully evaluate the strengths and weaknesses in her practice to improve her skills and professional knowledge.
- Children are not consistently supported to follow effective hygiene routines.
- The childminder does not consistently gather information from parents about what children know and can do when they first start at the setting.

### It has the following strengths

- Children have very strong, affectionate bonds with the childminder, who is caring and responsive to their needs. They confidently ask for resources as they make independent choices about their play. Children are self-assured and show a positive and eager attitude towards learning.
- The childminder is a good role model. She praises children's achievements and models positive behaviour. Children are learning to share, take turns and respect their peers. This supports them to have the dispositions and attitudes they need for life and further learning.

## What the setting needs to do to improve further

**To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:**

|                                                                                                                                                                                               | <b>Due Date</b> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| ■ ensure knowledge and the application of statutory requirements is up to date so that any assistant who might be in sole charge of children holds a current paediatric first-aid certificate | 26/02/2016      |
| ■ ensure parental permissions have been obtained so the childminder's assistant can provide sole care to children                                                                             | 12/02/2016      |
| ■ implement a system to carry out the progress check for children between the ages of two and three years.                                                                                    | 05/02/2016      |

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

- improve handwashing routines to help promote children's physical well-being and reinforce support for their understanding of healthy lifestyle practices
- develop effective strategies to engage parents from the start and encourage their contribution to the ongoing assessment of children's learning and development
- develop processes for reflection on all aspects of practice to ensure that weaknesses are identified and addressed swiftly.

**Inspection activities**

- The inspector observed activities and interactions between the childminder and children throughout the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at children's assessment records and a selection of policies and procedures.
- The inspector spoke with the childminder, her assistant and children at appropriate times throughout the inspection and viewed the areas used for childminding.
- The inspector looked at evidence of the suitability of the childminder, her assistant and household members, and discussed her methods for self-evaluation.
- The inspector undertook a joint observation with the childminder and discussed the outcome.
- The inspector considered the views of parents, provided through written feedback.

**Inspector**

Kylie Nixon

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The childminder has not effectively evaluated her practice to ensure that she is accurately identifying areas for improvement, or meeting the statutory and other government requirements. She has not ensured that her assistant has completed paediatric first-aid training to help ensure children's welfare when he is in sole charge of them. The arrangements for safeguarding are ineffective. The childminder cannot demonstrate that she has obtained parent's permission to leave children with her assistant. This means children's safety and well-being are compromised. The childminder does have a good understanding of identifying a child protection concern and the required procedures to follow. Partnerships with parents are good and they are complimentary about the childminder. She regularly shares information with parents about their child's day and the activities that they have taken part in. This helps parents to be aware of some information about their child's progress. However, they are not consistently given opportunities to contribute to the childminder's assessments of their child's learning and development.

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

The experienced childminder interacts positively with children as she plays alongside them. This supports her good knowledge of each child's interests and abilities. The childminder completes observations to support her in identifying and planning for children's next steps in learning. However, the childminder has not completed the progress check for children between the ages of two and three years. She does not have a secure understanding of the process or purpose of this assessment. This means opportunities to support children to make the best possible progress in their learning may be missed. Children engage in a range of interesting learning experiences which offer good level of challenge. For example, they play matching games and complete puzzles together. The childminder effectively promotes their communication and language skills and children observe differences and similarities to complete their games. She demonstrates how to use resources and skilfully asks well-timed questions. While children dress dolls, she supports them to consider the different sizes of the clothing and how to work buttons and studs. This helps to support children's thinking skills and promotes their physical skills.

### Personal development, behaviour and welfare are inadequate

Children are very happy and quickly settle in the childminder's well-resourced home. She promotes children's personal, social and emotional development well. The childminder effectively supports children to understand the diverse world in which they live. She uses a range of outings and activities to help raise children's awareness of their local community and the wider world. They are provided with a nutritious range of snack and meals. However, children are not consistently supported to follow good handwashing practices at snack times and their welfare is not effectively promoted.

### Outcomes for children require improvement

Children, including those receiving early years funding, are working within the development range typical for their age. They are gaining the skills needed to prepare them for their future learning.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | 318173                                                                            |
| <b>Local authority</b>             | Trafford                                                                          |
| <b>Inspection number</b>           | 868481                                                                            |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 2 - 4                                                                             |
| <b>Total number of places</b>      | 3                                                                                 |
| <b>Number of children on roll</b>  | 3                                                                                 |
| <b>Name of provider</b>            |                                                                                   |
| <b>Date of previous inspection</b> | 28 March 2012                                                                     |
| <b>Telephone number</b>            |                                                                                   |

The childminder was registered in 1987 and lives in the Timperley area of Cheshire. She is open all year round from 8am to 5.30pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder occasionally works with an assistant. She receives funding for the provision of free early education for children aged two years.

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