

Childminder Report

Inspection date

1 June 2015

Previous inspection date

29 June 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Children's safety is sometimes compromised. This is because, on occasions, the assistant, who does not have a paediatric first-aid qualification, is left in sole charge of children.
- The childminder sometimes focuses too much on telling children what to do during art and craft activities, restricting their creativity.

It has the following strengths

- The childminder provides a safe and secure environment, which effectively supports children's growing understanding of how to keep themselves safe and healthy.
- Children form secure attachments with the childminder, which helps them to feel emotionally secure. Frequent praise and encouragement as children play, effectively promotes their confidence and self-esteem.
- The childminder talks to children, describing what they are doing during play and asking them questions to help extend their ideas. This means that their thinking is extended and they are appropriately challenged.
- The childminder supports children's developing independence in self-care, through suitable hygiene routines. This means that they can attend to their own personal care needs when they move on to nursery and school.
- Children make good progress, because there is an effective balance of child-initiated and adult-led activities, which are supported by good quality teaching. As a result, children are interested and motivated to learn.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that any childminding assistant who is left in sole charge of children is appropriately trained in first aid, and holds a current paediatric first-aid certificate.

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

- provide more freedom for children during creative activities, so they can express and try out their own ideas.

To meet the requirements of the Childcare Register the provider must:

- secure the provision of any necessary training, to ensure that any assistants who have sole charge of children have suitable skills to care for children (compulsory part of the Childcare Register).

Inspection activities

- The inspector observed activities taking place in the lounge, kitchen and garden.
- The inspector took account of the views of the parents spoken to on the day and from written feedback.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's observation and assessment records, the register of attendance and sampled other documentation, including suitability checks for household members.
- The inspector and the childminder discussed the childminder's knowledge of safeguarding, how she supports children's learning and her own training needs.

Inspector

Catherine Mather

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder has a secure knowledge of how children learn through play. She effectively tracks their learning and development and identifies the next steps in learning. The childminder's teaching is good. She interacts well with children and plans a wide range of activities that meet their individual needs. The childminder regularly observes children and her assessments show that they are making good progress. Children are active learners and are gaining the skills for their future learning, including starting school. However, when the childminder is teaching creative activities, she focuses too much in directing children to complete the activity in a certain way. As a result, children are not always able to express their own ideas. The childminder establishes positive relationships with parents. They are kept informed of children's activities and learning experiences through conversations when they drop off and collect their children. Activities provided are led by the interests of the children, and the childminder extends their learning through the questions she asks. For example, as children play with a train track the childminder asks them to find a specific section of track. This means children learn while they take part in activities that they enjoy.

The contribution of the early years provision to the well-being of children requires improvement

The childminder has developed good systems to support children's gradual settling-in. They enjoy short visits to help them settle. This promotes smooth transition and provides continuity in children's care. Children receive encouragement and are praised for their efforts. They behave well, because boundaries are simple and clear for them to understand and the childminder is calm and consistent in her approach. The childminder is a good role model and children use good manners to say please and thank you. Children follow good hygiene routines. Children are developing their understanding of a healthy lifestyle and the importance of fresh air and exercise. Overall, this is promoted well as children regularly visit the local park and places of interest, to engage in physical activity.

The effectiveness of the leadership and management of the early years provision requires improvement

Children are generally kept safe and the childminder carries out effective risk assessments of her home, both indoors and outdoors. However, although the childminder holds a current paediatric first-aid certificate, her assistant does not. This means that on occasions children are not supervised by someone who is trained to deal with minor incidents and injuries. The impact on children is minimised, because the childminder is only within a few minutes walking distance from the school and only uses her assistant occasionally when she takes older children to school. The childminder reviews her practice to establish what she does well and to identify areas for improvement. She has a good understanding of the learning and development requirements of the Early Years Foundation Stage. As a result of her qualification and underpinning knowledge, she plans purposeful activities, which cover all areas of learning.

Setting details

Unique reference number	EY222426
Local authority	Doncaster
Inspection number	855752
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	29 June 2009
Telephone number	

The childminder was registered in 2002, and lives in the Sprotbrough area of Doncaster. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a relevant childcare qualification at level 3.

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