

Childminder Report

Inspection date

1 December 2015

Previous inspection date

11 March 2010

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the 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 does not know the action she must take if she considers that a child may be at risk of abuse or neglect.
- The childminder does not review her safeguarding policy and procedures so that they are always in-line with Local Safeguarding Children Board guidance. She does not know what to do if an allegation is made against her.
- The childminder does not carry out the progress checks for children aged between two and three years.
- The childminder does not identify weaknesses in her practice. She does not seek out professional development opportunities or take action to continuously improve her provision and practice.
- The childminder does not establish starting points for children's learning and development when they start to attend her provision.
- The childminder does not identify next steps for children's learning that are specific and measurable. She does not always plan activities that challenge children to make the best progress in their learning.
- The childminder does not share information about children's progress and achievements effectively with other settings, including school. Continuity for children's learning is not fully promoted.

It has the following strengths

- Children play happily in the childminder's home. They choose from a good range of accessible and well-maintained toys.
- The childminder is a kind and patient role model. Children behave well because she establishes consistent rules and routines.

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:

	Due Date
■ attend child protection training so that the provider is able to identify, understand and respond appropriately to signs of possible abuse and neglect	01/02/2016
■ review and update the policy and procedures for safeguarding children in accordance with Local Safeguarding Children Board guidance; including the action to be taken if an allegation is made against the provider or any member of the household	01/02/2016
■ complete the progress check for children aged between two and three years and provide parents with a written summary of their child's progress	01/02/2016
■ identify specific and measurable next steps for children's learning and plan challenging activities that promote children's good progress	01/03/2016
■ share information about children's progress and achievements with other settings children attend, including school.	01/03/2016

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

- identify areas for improvement and take action to continuously develop the quality of teaching and care
- work in partnership with parents to establish starting points for children's learning when they first attend the setting.

Inspection activities

- The inspector observed the quality of teaching during daily routines and activities. The inspector assessed the impact this has on children's learning.
- The inspector discussed a planned activity with the childminder.
- The inspector looked at relevant documentation, such as children's records and the evidence of the childminder's suitability to work with children.

Inspector
Susan King

Inspection findings

Effectiveness of the leadership and management is inadequate

The childminder does not demonstrate an adequate understanding of the requirements of the Early Years Foundation Stage. She does not evaluate her practice and does not know what needs to improve. Arrangements for safeguarding children are ineffective. The childminder shows a poor understanding of how to respond to any concerns about a child's welfare. She does not keep abreast of changes to legal requirements and safeguarding guidance, and does not update her safeguarding procedures. She does not understand how to respond to allegations made against her. She does not know who to contact if she considers that a child is at risk of abuse. The childminder attends some mandatory training. She holds a current paediatric first-aid certificate. However, she does not seek out further training or information to improve her professional knowledge, understanding and skills. Practice does not improve and children do not make good progress in their learning.

Quality of teaching, learning and assessment is inadequate

The childminder does not use her observations of children's learning effectively enough to identify what they need to learn next. Teaching lacks focus and the purpose of activities is sometimes not clear. The childminder does not summarise children's achievements and check their progress. She does not complete the progress check for children aged between two and three years. This means that any concerns about the rate of children's progress are not identified and shared with parents quickly enough. Consequently, interventions to support children who are at risk of delay are not timely and effective enough to promote children's good progress. However, children do make steady progress in their overall learning and development. The childminder joins in with children's play and shows them how to build on their skills. For example, the childminder helps children to use counting to solve problems. They find out how many bricks high the railway tunnel has to be so that the train fits through. This promotes children's understanding of numbers and size. The childminder also promotes children's communication and language. She encourages children to ask questions and patiently responds to them. They learn new words during activities and routines, building on their vocabulary.

Personal development, behaviour and welfare are inadequate

Children's safety and well-being is not assured due to weaknesses in the childminder's understanding of safeguarding. The childminder takes some steps to keep children safe and healthy. Children know that they must not go into the kitchen area. They learn that they must wash their hands before they eat. The childminder makes daily visual checks of her home so that hazards are identified and risks are minimised. The childminder and parents exchange information that promotes continuity for children's care. Relationships in the setting are good. Children show that they feel secure in the childminder's care. Children become independent in managing their own personal care needs and learn good manners. They learn to play together and to respect each other. Children eat healthy meals and snacks. They go for walks and play outdoors. This promotes their physical development and well-being.

Outcomes for children are inadequate

All children are working within the expected range of development for their ages. However, the rate of their progress is not measurable because their starting points are not established. Children acquire some of the key skills they need to start school successfully. However, continuity for the next phase of their learning is not fully promoted because information about their achievements is not effectively shared.

Setting details

Unique reference number	EY250770
Local authority	Derbyshire
Inspection number	860330
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	11 March 2010
Telephone number	

The childminder was registered in 2005 and lives in New Mills. Her provision operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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