

Childminder Report

Inspection date

3 March 2016

Previous inspection date

14 November 2011

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

Summary of key findings for parents

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

- The childminder does not fully understand the action to follow if an allegation of abuse is made against herself or anyone else in the household.
- The childminder has not explored ways to consistently involve all parents in their child's learning. In addition, the progress check for children aged between two and three years does not include a summary of how parents can support their child's learning at home.
- The childminder has not established efficient systems to ensure her knowledge regarding the Early Years Foundation Stage is kept current.
- Systems for self-evaluation are not focused precisely on improving the quality of the provision.

It has the following strengths

- The qualified childminder monitors and assesses children's development. She plans some activities that meet children's individual interests and they make suitable progress.
- Children behave well and learn to respect one another. This supports children's emotional well-being effectively.
- Children build secure attachments with the childminder. They demonstrate emotional security and enjoy their time at the childminder's setting.
- The childminder has established good links with the local schools that children attend.

What the setting needs to do to improve further

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

- | | Due Date |
|--|-----------------|
| ■ increase knowledge of how to respond if an allegation of abuse is made against the childminder or anyone else in the household | 03/04/2016 |
| ■ ensure the progress check for children aged between two and three years contains details of activities or strategies that are intended to be used to meet children's identified needs and how these can be used to support learning at home. | 03/04/2016 |

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

- strengthen the system of sharing children's progress with parents that involves them fully in their children's learning and development
- enhance further the systems for continuous professional development that secure an up-to-date knowledge of the Early Years Foundation Stage
- improve the system for self-evaluation to identify weaknesses and ensure there is a clear and successful improvement plan that develops the quality of teaching and supports children's achievements.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the childminder's interaction with the children and spoke to the childminder throughout the inspection.
- The inspector accompanied the childminder on the nursery collection of children.
- The inspector carried out an observation of a planned activity with the childminder.
- The inspector checked evidence of the childminder's qualifications and training certificates, including evidence of the childminder's suitability and the suitability of all people living on the premises.
- The inspector looked at the childminder's planning documentation, children's learning and development files and children's assessment records.
- The inspector looked at the childminder's self-evaluation form and took account of the views of parents through their written feedback. She also looked at a selection of risk assessments and policy documents, including the safeguarding policy and procedures.

Inspector

Amanda Forrest

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The childminder minimises potential hazards so that the premises are safe for children. Overall, she has a suitable knowledge of the procedures to follow to report any concerns, ensuring she protects children from harm. However, she does not fully understand the procedure to follow if an allegation of abuse is made against herself or anyone else in the household. The childminder takes appropriate steps to maintain her mandatory training. However, she has not devised systems to ensure her knowledge of current legislation is fully implemented into her practice. The childminder has started to evaluate her practice. However, she does not place a strong enough focus on the quality of teaching and learning.

Quality of teaching, learning and assessment requires improvement

The childminder has a suitable knowledge of the seven areas of learning. However, safeguarding knowledge does not fully underpin children's safety. The childminder provides stimulating activities and resources that motivate and capture children's interest. The childminder contributes to promoting children's communication and language skills well. She ensures that her interactions with children are pitched at their level. From the beginning, the childminder assesses starting points for each child by carefully observing them as they play in their first sessions. In addition, she talks to the parents to ascertain what children can already do at home. However, she has not yet explored ways in which all parents can be fully involved with their child's ongoing learning. This means that her planning and assessments do not always account for children's wider experiences. In addition, the progress check for children aged between two and three years is not shared with parents or outside professionals to ensure gaps in children's learning are quickly identified.

Personal development, behaviour and welfare require improvement

The childminder provides a child friendly, homely environment, although, the management of the setting does not fully underpin safe and efficient practices. She obtains some information from parents about children's individual care needs. Children are confident to ask the childminder for anything they want to play with from the wide range of resources. They decide where they want to play and move around the indoor areas freely. She praises children's efforts and achievements, which builds their self-esteem and motivates them to want to succeed. Children learn to be healthy, the childminder provides a balanced menu and teaches children the importance of being physically active.

Outcomes for children require improvement

Children make suitable progress in their learning and development. However, systems to review the progress of children aged between two and three years are not effective. Children learn appropriate hygiene routines to support their development of self-care skills. Children share responsibility with others, such as when helping to tidy up toys. They quickly gain the confidence needed to try new experiences and develop the key skills needed for the next stage in their learning, such as starting school.

Setting details

Unique reference number	EY280486
Local authority	Doncaster
Inspection number	861051
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	14 November 2011
Telephone number	

The childminder was registered in 2004 and lives in the Scawthorpe area of Doncaster. She operates all year round from 8am to 6pm, Monday to Friday, except for family holidays and bank holidays. The childminder holds an appropriate qualification at level 3.

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