

Childminder Report

Inspection date

25 February 2016

Previous inspection date

21 March 2012

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		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 and her assistant have limited knowledge of child protection procedures, therefore, they cannot promote children's welfare. They both lack an understanding of the correct procedures to follow as part of robust safeguarding measures.
- The childminder does not use an effective system to regularly update her own knowledge or identify current weaknesses in her practice.
- The childminder has not reviewed her policies and procedures to ensure that they are suitable and meet statutory guidance. She has not provided parents with up-to-date information, including Ofsted's address.
- The supervision arrangements for assistants working with children are not effective. The childminder does not support, coach or provide relevant training for them, in order to develop their level of knowledge and quality of teaching.
- The childminder does not use her routine assessments of children effectively, in order to identify where they can be challenged further or require additional support.
- The childminder does not always work closely with parents or the other settings children attend to gather or share information, in order to fully promote children's continuous learning.

It has the following strengths

- Children demonstrate suitable speech and language skills. They eagerly talk about their home experiences and recall previous activities they have taken part in.
- Children enjoy warm interactions with the childminder and her assistant. They have developed suitable attachments to them both and gain comfort as needed.

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
■ gain an up-to-date knowledge of safeguarding issues, including with regard to the government's statutory guidance, in order to be able to identify children at risk at the earliest opportunity, and to respond in a timely and appropriate way	10/03/2016
■ ensure all staff have a knowledge of safeguarding issues and receive training that enables them to identify signs of possible abuse and neglect at the earliest opportunity	10/03/2016
■ keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard children being cared for from abuse or neglect	10/03/2016
■ keep a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email	10/03/2016
■ provide parents with the updated written statements of safeguarding procedures and complaints procedures, including Ofsted's address	10/03/2016
■ ensure the arrangements for supervision of assistants are effectively used to provide support and coaching, and enable them to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children	24/03/2016
■ ensure that routine assessments of children's learning are precise, in order to plan activities that can offer suitable challenge, identify gaps in development, and enable them to make good progress in all areas of learning.	24/03/2016

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

- develop the process of self-evaluation to clearly highlight strengths and weaknesses of current practice and continually drive improvement
- strengthen partnerships with parents and the other settings children attend to improve the two-way sharing of information to support children's individual learning.

Inspection activities

- The inspector observed daily routines and children's activities indoors. She talked to the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector observed adult-led activities and discussed the intentions and learning outcomes of these with the childminder.
- The inspector viewed a sample of the childminder's documentation including policies, registers and children's learning journals.
- The inspector took account of the views of parents through recently completed questionnaires.
- The inspector saw evidence of the suitability of all persons living or working on the premises and some other documentation in relation to the safeguarding and welfare requirements.

Inspector

Rachel Pepper

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are ineffective. The childminder has limited understanding of relevant child protection procedures. She is not alert to the known indicators that a child may be at risk of harm. In addition, the childminder has not made sure that her assistant has an up-to-date knowledge of safeguarding issues. She has not provided training for her assistant to enable her to identify signs of possible abuse or neglect at the earliest opportunity. This means that both the childminder and her assistant are not able to respond to safeguarding issues in a timely or appropriate way. This has a significant impact on the safety and well-being of children. The childminder provides some feedback on the assistant's daily practice. However, she has not used these opportunities to provide support to help develop the assistant's level of knowledge or improve her standard of teaching. The childminder welcomes the feedback of parents who reflect on the service that she provides. However, her systems of self-evaluation are not rigorous enough to identify strengths or weaknesses of her current practice or to drive forward improvement. This means that her ongoing knowledge is often not up to date and parents are not informed of changes in a timely manner. Furthermore, her links with parents and other professionals are not yet strong enough to pursue the gathering of information to support children's individual learning.

Quality of teaching, learning and assessment requires improvement

Children enjoy their time with the childminder and her assistant and make choices in their play. During planned activities children show suitable levels of involvement and concentration. However, activities are not well organised or evaluated to ensure the learning is fully effective. For example, a child exploring how to mix colours is only supported to make one colour, and so further opportunities to increase the child's skills are missed. Teaching is variable. Adults are not always responsive to children's changing needs. They do not make the most of opportunities to extend children's learning through suitable interaction and challenge. The childminder routinely observes and assesses each child, identifying some next steps for their learning. However, these assessments do not focus precisely enough on what the children need to learn next and are not always consistently followed through. As a result, current activities and experiences do not sufficiently challenge children to ensure they make good progress.

Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management significantly impact on children's welfare. Children behave well and understand the childminder's expectations. They play alongside each other and take part in social activities. This helps teach them appropriate social skills and to value others that may be different to themselves. Children have opportunities to play outdoors through organised day trips and outings to the local park. They use ride-on toys indoors to help develop their physical skills and enjoy nutritious snacks as part of their healthy lifestyle.

Outcomes for children require improvement

All children make some progress and show a willingness to learn. They demonstrate their self-help skills as they competently feed themselves and manage personal needs with ease. Children acquire the basic skills that they need in readiness for future learning.

Setting details

Unique reference number	EY359433
Local authority	Hertfordshire
Inspection number	863597
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	12
Number of children on roll	7
Name of provider	
Date of previous inspection	21 March 2012
Telephone number	

The childminder was registered in 2007 and lives in London Colney, Hertfordshire. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder employs a full-time assistant.

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