Childminder Report

**Inspection date**
20 January 2016

**Previous inspection date**
15 May 2009

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<th>The quality and standards of the early years provision</th>
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**Summary of key findings for parents**

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

- The planning for children's individual learning is not always effective to ensure each child receives tailored support for their needs. Assessments of children's achievements are not always accurate to ensure their development is consistently well promoted.
- The childminder sometimes only obtains parents' verbal consent instead of the required written permission before giving medicines to children.
- The childminder has not ensured that some of the storage equipment used with children is in a good state of repair.
- Self-evaluation does not take account of key weaknesses to make prompt improvements in the setting.

**It has the following strengths**

- The childminder provides a welcoming environment with a wide range of resources stored within children's reach. Children are at home in the care of the childminder who interacts warmly with them at all times.
- The partnerships with parents are strong and the childminder provides regular feedback about children's development. Parents are pleased with the wide range of activities and the childminder's caring attitude.
- Children learn about healthy options through their daily meals. Their physical health is promoted appropriately through daily walks on the school run.
- The childminder has discussions with other providers where children attend to maintain continuity in their learning. Children develop skills in early literacy and numeracy in preparation for the next stage in their 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:

- make accurate assessments of children's development and use the information to plan for their individual learning needs  
  Due Date: 18/02/2016
- obtain written parental permission before giving medicines to a child  
  Due Date: 22/01/2016
- review risk assessments to minimise potential hazards to children from damaged storage baskets.  
  Due Date: 22/01/2016

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

- develop the use of self-evaluation to identify and address all areas of practice that need to be improved.

Inspection activities

- The inspector looked at those parts of the childminder's home used for the care of children.
- The inspector observed teaching and learning activities indoors.
- The inspector observed and discussed children's play with the childminder.
- The inspector looked at a sample of procedures and children's records.
- The inspector discussed the childminder's self-evaluation form and read written feedback from parents.
- The inspector spoke with the childminder and children at appropriate times during the inspection.

Inspector
Adelaide Griffith
Inspection findings

**Effectiveness of the leadership and management requires improvement**

The arrangements for safeguarding are effective. The childminder clearly understands the procedures to follow to report concerns to safeguarding agencies. She regularly meets with other childminders and maintains her professional development through discussions about practice issues. The childminder has regular discussions with parents about children's needs and gives clear guidance on some aspects of care. For example, she supports parents competently with regard to potty training and managing children's sleep patterns. She maintains daily communication about children's experiences and the support they receive. While parents contribute to the review of the setting, the childminder's self-evaluation does not take account of some key weaknesses. Priorities for improvement are not always accurately included.

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

The quality of teaching varies. The childminder does not always ensure that activities are adapted to take account of individual children's abilities. Sometimes, she has unrealistic expectations of what children can do for their age and stage of development. The childminder does not always make accurate assessments of children's achievements to ensure the next steps in learning are securely planned. The childminder promotes children's language skills well through constant interaction and activities. Children enjoy stories and listen while she reads. More-able children look at books on their own and encourage others to join in. The childminder engages them competently during activities and encourages the naming of colours, counting and shapes. She joins in with activities and this encourages children to keep on trying. For example, they have opportunities to practise coordination skills while they use rolling pins to flatten play dough. Children make steady progress in the care of the childminder.

**Personal development, behaviour and welfare require improvement**

Some procedures are not always followed rigorously to ensure children's welfare is promoted to the best level. The childminder carries out regular risk assessments but overlooks the state of storage equipment to ensure it is suitable for use at all times. Although, the childminder discusses the administration of medicines with parents, she does not always gain their written consent prior to giving it. Despite these issues, children form strong bonds with the childminder and are happy in her care. Children are generally well behaved because the childminder gives praise consistently. This raises their self-esteem and they are confident to explore their surroundings. They learn to share and take turns during play. Children's independence skills are well promoted throughout all activities. Children attend groups with the childminder. This helps them to develop social and emotional skills for the next stage in their learning.

**Outcomes for children require improvement**

Children, including those in receipt of funded education, make steady progress given their starting points and capabilities. They develop some key skills to prepare them for the next stage in their learning.
The childminder was registered in 2005 and lives in Warwick. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

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