

Childminder Report

Inspection date

22 April 2015

Previous inspection date

10 October 2011

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- The childminder does not monitor and review her provision effectively and has a limited understanding of the requirements of the Early Years Foundation Stage. As a result, she is not meeting all of the legal responsibilities.
- The childminder has not ensured that correct adult to child ratios are maintained at all times.
- The childminder does not ensure that her records of children's attendance are available to be shared with Ofsted.
- The childminder lacks a clear understanding of the learning and development requirements. Observations of children's progress are not robust and are not used to assess children's starting points in learning or to plan activities based on their individual needs and stage of development.
- The childminder does not have a sufficiently good understanding of, and has not completed, progress checks for children aged between two and three years of age.
- Children have not been assigned a key person. This means it is not clear to see who takes overall responsibility for ensuring that the learning and care is tailored to meet children's individual needs.

It has the following strengths

- The childminder is alert to the signs of possible abuse and neglect. She knows the correct procedures to follow if she has concerns about a child.

What the setting needs to do to improve further

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

- ensure that the correct adult to child ratios are maintained at all times
- ensure that all records, with specific reference to children's hours of attendance, are available to be shared with Ofsted at all times
- use the information gained from observations in order to assess children's starting points and progress towards the early learning goals, and to ensure that planned activities are based on children's next steps in learning and provide sufficient interest and challenge
- improve understanding of and implement a process for completing the progress check for children aged between two and three years to enable the early identification of development needs and provide parents with a written summary of their child's development
- implement a key-person system to ensure that every child's learning and care is tailored to meet their individual needs.

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

- improve the use of self-evaluation to include feedback from parents and children and to accurately identify strengths and priorities for improvement, in order to raise the quality and effectiveness of the childminding provision.

Inspection activities

- The inspector toured the premises and observed children playing.
- The inspector looked at children's learning and development records, a selection of policies and children's records.
- The inspector spoke with the childminder, her co-childminder and engaged with the children at appropriate times throughout the inspection and conducted a joint observation with the childminder.
- The inspector took account of the information provided through written parental comments provided for the inspection.

Inspector

Julie Morrison

Inspection findings

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

Children's progress is not effectively supported because the quality of teaching requires improvement. The childminder observes children as they play and provides them with sufficient experiences and resources to adequately cover all areas of learning. However, she does not assess children's starting points and observations are not used effectively to identify accurately the next steps in children's learning and progress. As a result, planning is general, and is based around trips to different groups and the weather. This does not support children's individual learning. Despite this, children are settled in the childminder's care and develop some of the skills they need for starting school. For example, the childminder sits and sings nursery rhymes with the children to improve their communication skills. Young children develop their imagination as they recreate everyday activities, such as making pretend cups of tea and playing with toy foods. The childminder works adequately to share information with parents and other providers of the Early Years Foundation Stage. For example, she shares diaries of children's activities with parents, and discusses children's progress with other providers so that learning is complemented.

The contribution of the early years provision to the well-being of children is inadequate

There are weaknesses in practice, which have a negative impact on children's safety and well-being. For example, the childminder and her co-childminder do not operate a key-person system. This means that it is not clear to see who takes overall responsibility for ensuring that all children's individual care and learning needs are fully met. This does not ensure consistency in children's care, which subsequently does not fully support children's individual needs. Children are however, happy and settled and show they are confident, for example, they sit on the childminder's knee as they play. The childminder provides a clean, safe and well maintained environment. Children enjoy suitable access to an appropriate range of resources which means they can make some independent choices about their play and learning. The childminder demonstrates a suitable understanding of the importance of using age-appropriate techniques to manage children's behaviour. She provides them with praise, for example, when they help to tidy up and as a result, children behave well in her care. Children enjoy regular opportunities for fresh air and physical exercise. Meals are provided by parents, however, the childminder has a good understanding of the importance of encouraging children to develop their self-care and physical skills during mealtimes. For example, she provides young children with a spoon to encourage them to try to feed themselves.

The effectiveness of the leadership and management of the early years provision is inadequate

The childminder is experienced and well qualified, however, she does not use her knowledge to effectively monitor the quality and effectiveness of her provision. In addition, she has not fully taken into account the views of parents and has not fully addressed all of the recommendations raised at the previous inspection. For example, effective systems to use observations of children's learning to plan activities are still not in

place. This does not support continuous improvement and, as a result, some of the requirements of the Early Years Foundation Stage are not being met. The childminder has not ensured that she maintains the correct adult to child ratios at all times and some documentation was not available to be viewed during the inspection. The childminder works closely with her co-childminder to exchange information and discuss children's learning. However, the monitoring of the educational programme is not robust. The childminder has a limited knowledge of the progress check for children aged between two and three years and has not completed these. This does not ensure that any gaps in the provision or in children's learning are quickly identified, discussed with parents and strategies put in place to support children.

Setting details

Unique reference number	401105
Local authority	North Yorkshire
Inspection number	809925
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	19
Name of provider	
Date of previous inspection	10 October 2011
Telephone number	

The childminder was registered in 2000 and lives in Ripon, North Yorkshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder works alongside a co-childminder. The childminder holds an appropriate early years qualification at level 3.

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