

Childminder Report

Inspection date

28 May 2015

Previous inspection date

18 March 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

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

- The childminder does not make good use of the information she gathers from her observations and assessments of children's progress to inform her planning. Consequently, she does not plan precisely to help children achieve the next steps in their learning.
- Children's play is not consistently supported by good quality interactions with the childminder. She does not always listen perceptively to children, or follow their lines of questioning. As a result, opportunities to stimulate and extend children's learning are missed.
- Not all children are developing a thorough understanding of the importance of personal care practices.
- The childminder does not complete effective self-evaluation. Not all weaknesses in practice are identified. Action taken to improve does not focus sufficiently on planning and the quality of teaching.

It has the following strengths

- The childminder has positive relationships with parents and the local nursery school. She regularly shares information with them about children's progress. The childminder shares resources with parents so that they can support children's learning at home.
- The childminder has a suitable understanding of child protection issues. She can identify the signs and symptoms that indicate a child might be at risk from harm or abuse. She shares policies with parents so that they know what procedures are in place to keep their children safe.
- The childminder helps children to build secure peer relationships in larger social groups and teaches them how to behave in different social situations. This means they are emotionally well prepared 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 the provider must:

- use information gathered from assessments to inform planning so that activities target children's individual learning needs and help them to build on the skills they have already attained
- support children's learning and development through good quality interactions during child-led play and make sure their play is purposeful and stimulating.

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

- develop children's understanding of good hygiene and the importance of personal care from an early age, for example, by introducing handwashing routines after children have had their nappy changed
- improve the daily experience of children and the overall quality of provision by regularly reflecting on practice, in order to identify weaknesses and address areas that most need to be improved.

Inspection activities

- The inspector observed activities in the childminder's home, both inside and in the garden.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the views of parents from the childminder's own reflection on her practice.
- The inspector looked at children's records and planning documentation. She looked at a range of other documentation, including policies and procedures.

Inspector

Nicola Dickinson

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The childminder completes assessments of children's progress and shares them with parents. She also shares information about children's learning with the local nursery school if they also attend this setting. However, the information the childminder gathers from her observations and assessments is not used well enough to inform her planning. Consequently, activities do not always target children's individual learning needs and build on what they already know and can do. As a result, children make steady, rather than good, progress. Children's time in the setting is mostly child-led, which means they make choices about their play. However, learning opportunities during their play are sometimes missed. This means children are not prepared as well as they could be for their future learning, such as school. Nevertheless, the childminder does, in general, encourage children to learn. During their play, children learn to count. They share stories, which helps them to recognise familiar letters. The childminder encourages them to say new words. This promotes their developing communication and language skills.

The contribution of the early years provision to the well-being of children requires improvement

Children demonstrate affectionate relationships with the childminder. They are confident and secure as they independently explore. She praises them, which promotes their self-esteem. The environment is friendly and welcoming. Risk assessments for outings are completed and the childminder encourages children to identify potential hazards during their play. Generally, she teaches children healthy and safe practices. She encourages children to make healthy choices about the foods they eat and teaches them the importance of exercise. However, the childminder does not always help children to gain a thorough understanding of how to maintain their well-being through good hygiene. For example, she does not support children to wash their hands after having their nappy changed. Children have access to a suitable range of resources, both indoors and outside. They attend playgroups where they use a wider range of resources and begin to build relationships with their peers. This helps to prepare them emotionally for the school environment.

The effectiveness of the leadership and management of the early years provision requires improvement

The childminder has a relevant childcare qualification and has completed mandatory training that helps her in her role. She uses the internet to research current guidance. As a result, she has a reasonable understanding of her responsibilities. A range of procedures and policies support children's health, safety and well-being overall. The childminder reflects on her practice, but her evaluation is not strong enough to consistently identify where the provision is weak. As a consequence, the assessment of her own practice is not accurate. She has addressed some of the weaknesses previously identified. However, her drive for improvement is not sufficiently focused on the learning programmes and the quality of teaching. Consequently, children are not supported to make consistently good progress in their learning and development.

Setting details

Unique reference number	EY311317
Local authority	Barnsley
Inspection number	856696
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	18 March 2009
Telephone number	

The childminder registered in 2005 and lives in Barnsley. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder receives funding for two-year-old children. She holds a formal childcare qualification equivalent at level 3.

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