

Childminder Report

Inspection date

25 November 2015

Previous inspection date

4 February 2010

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 make good use of the information she gains from observations to help her to fully understand children's levels of achievement, interests and learning styles.
- The sharing of information about children's ongoing development with parents is not well embedded.
- The childminder does not make the most of everyday activities to support children's independence skills further.

It has the following strengths

- The childminder helps to promote children's language and communication skills during daily routines. She asks a good range of questions and repeats words back to young children. This contributes towards extending their vocabulary, communication and thinking skills.
- The childminder acts as a good role model as she effectively manages children's behaviour. She praises them for their efforts as they play, which helps to successfully promote their confidence and self-esteem.
- The childminder has a good range of policies and procedures, which are implemented successfully. She takes appropriate action to ensure that risks in the environment are minimised. This helps to keep children safe and secure while in her care.

What the setting needs to do to improve further

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

Due Date

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| ■ improve the use of information gained from observations and introduce a successful assessment system to monitor children's level of achievement, and use this information to tailor activities to meet children's individual learning needs. | 10/01/2016 |
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To further improve the quality of the early years provision the provider should:

- develop further opportunities to exchange information with parents about what children can do and are interested in, to better support children's learning and development
- support children to consistently use their independence skills during everyday activities.

Inspection activities

- The inspector viewed areas of the home used for childminding.
- The inspector engaged in discussions with the childminder and children throughout the inspection at appropriate times.
- The inspector discussed self-evaluation and how the views of parents and children are included to drive improvement.
- The inspector looked at policies, children's personal profiles and a range of other documentation, including evidence of qualifications and the suitability of household members.
- The inspector and childminder undertook a joint observation of an activity.
- The inspector took into account the views of parents.
- The inspector observed the quality of teaching during activities, and assessed the impact this has on children's learning.

Inspector

Kerry Holder

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder has a good understanding of the procedures to follow if she has any safeguarding concerns. She undertakes suitable self-evaluation to identify some priorities for development and to improve the quality of care and learning for children. The childminder is well qualified and tries to keep her knowledge and skills up to date. She has established good links with the local school and regularly takes younger children to school to drop off and pick up older children. These opportunities to become familiar with a new setting help the childminder to effectively prepare younger children for their next stage in learning, including school.

Quality of teaching, learning and assessment requires improvement

The childminder has a satisfactory approach to organising activities and learning experiences to include all areas of learning. She positively interacts with children, providing suggestions and offering ideas to extend learning opportunities. Children enjoy some planned activities, such as play dough, which enables them to make progress. Mathematical development is well supported throughout daily activities. For example, the childminder helps to develop children's awareness of shapes, colours and numbers during daily activities. The childminder has a general awareness of children's capabilities and next steps in learning. However, this aspect of practice is currently not fully effective in helping her to understand children's levels of achievement. The childminder observes children; however, she does not use her observations to identify their next steps for learning or accurately assess and track children's development from their starting points. The childminder gathers a good range of information from parents when children first start. However, information shared with parents does not yet effectively include guidance about how they can help support their child's learning at home. Children do not yet benefit from continuity in the promotion of their learning between the setting and home.

Personal development, behaviour and welfare require improvement

The childminder is caring and attentive, which supports children's emotional well-being successfully. She provides regular opportunities for the children to benefit from fresh air and physical exercise. The childminder involves children in regular trips out into the community, which helps to promote their personal, social and emotional development. The childminder teaches children about good hygiene practices as part of their daily routines. For example, she reminds children to wash their hands prior to having snack. This helps to support children's understanding of a healthy lifestyle. Children happily play and confidently choose from a suitable range of resources. However, the childminder does not always make the most of everyday activities to help further develop children's growing independence skills.

Outcomes for children require improvement

Children make some progress and, overall, they acquire the basic skills they need for the next stage of their learning. However, the quality of observation and assessment, and the way this information is used, requires improvement, so that children are helped to make good, or better, progress.

Setting details

Unique reference number	401298
Local authority	North Yorkshire
Inspection number	868936
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 13
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	4 February 2010
Telephone number	

The childminder was registered in 1988 and lives in Harrogate, North Yorkshire. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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