

Childminder Report

Inspection date

23 February 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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 gather sufficient information about children's capabilities when they start at the setting, in order to plan for their individual learning needs and effectively monitor their progress. In addition, emerging gaps in children's learning are not always promptly closed.
- The childminder has not accessed training opportunities to develop her knowledge and skills further.
- The childminder has not developed partnerships with other settings children attend, in order to create a complementary approach and to share information about children's next steps in learning and progress.

It has the following strengths

- Children are settled and happy. They have built positive relationships with the childminder, who understands their individual routines. Children demonstrate confidence and high levels of self-esteem.
- The childminder completes risk assessments of her setting. She is aware of potential risks and appropriately minimises these to ensure children explore and play safely.
- Children are developing well with their physical skills. The childminder provides space and resources for them to practise their large muscle and movement development.

What the setting needs to do to improve further

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

Due Date

- gather information on children's capabilities on entry and use this information to effectively plan for children's individual needs, in order to support them to make good or better progress in their learning and development and close any emerging gaps. 04/04/2016

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

- develop an effective programme of professional development to support the continuous improvement of knowledge, understanding and practice
- create effective partnerships with other providers in order to share information regarding children's progress and next steps in learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held discussions with the childminder at appropriate times. She looked at relevant documentation, such as policies, procedures, registers, children's development records and risk assessments.
- The inspector read parent questionnaires and letters, and took account of parents' views.

Inspector

Laura Hoyland

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. The childminder knows how to recognise signs and symptoms of abuse. She knows how to make a referral if she is concerned about a child's welfare. In addition, she keeps the setting safe and ensures that children are supervised at all times. The childminder has accessed safeguarding training. However, since she completed her home-based childcare qualification she has not accessed other training opportunities in order to continuously develop herself professionally. This means she is not developing her knowledge and practice to create the best outcomes for children. The childminder has a comprehensive set of policies and procedures, and although she is not meeting all statutory requirements, she has a positive attitude and shows commitment to change.

Quality of teaching, learning and assessment requires improvement

Children enjoy their time with the childminder, who provides a range of activities for them. She sits close by to role model how to use tools and equipment. Time is given to enable children to explore and develop their senses. The childminder understands the importance of building firm foundations for children in order to be prepared for school. She regularly observes children and creates next steps in their learning. However, the childminder does not gather sufficient information on children's capabilities when they start in her care. As a result, children's learning is not effectively planned for from the outset in order for them to make good or better progress. In addition, some children attend other provisions and have shared care. The childminder has not created partnerships with other providers to exchange children's next steps in learning and progress.

Personal development, behaviour and welfare require improvement

The childminder has created positive partnerships with parents. She spends time getting to know families during settling-in visits and gathers information regarding children's routines. Daily feedback is given to parents when they collect their children so that any changes can be discussed and new approaches agreed. Children have developed strong bonds and attachments with the childminder. They are cuddled and reassured when needed, and she is always close by to support their emotional development. The childminder has clear rules and boundaries in place to support children to understand what is expected of them. Children are learning positive manners. They sit at the table for meals and snacks, which the childminder ensures are healthy and nutritious. Daily walks in the local community also support children's health and physical development.

Outcomes for children require improvement

The childminder does not gather sufficient information when children start in the setting to ensure they are making progress that is typical, or better than typical, for their age and individual capabilities. Gaps in children's learning are not always closely monitored to ensure they are promptly closed. Therefore, children only make steady progress in their learning and development and adequately master some skills that prepare them for school.

Setting details

Unique reference number	EY478993
Local authority	York
Inspection number	980596
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2014 and lives in York. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

