

# Childminder Report

**Inspection date**

13 April 2016

Previous inspection date

16 July 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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:**

- Information gained from observations and assessments of children's progress is not used well enough to plan suitable and challenging activities for individual children.
- The childminder does not involve parents sufficiently in establishing what children already know and can do when they first start.
- Some activities are not planned well enough to make sure that younger children are fully involved from the outset.
- The childminder's approach to self-evaluation is not robust enough to accurately identify weaknesses in the provision, in order to promote continuous improvement and ensure she offers a good quality experience for all children.

**It has the following strengths**

- Children are confident, happy and motivated learners. The childminder provides effective support for their physical and emotional well-being.
- The childminder has established friendly and helpful partnerships with parents and other settings. Parents speak very highly about how the childminder supports their children's care and development.
- Children behave well and display good cooperative skills when playing together, therefore establishing very good relationships with each other.
- Children enjoy healthy snacks and meals and anticipate food routines with interest. Children learn to be independent as they feed themselves.
- The childminder has established good links with the local schools that children attend.
- Children have opportunities to be active through visits within the local area.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ ensure that observations and assessments of children's progress are used to plan suitable and challenging activities for individual children.	13/07/2016

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

- involve parents fully in assessing what children already know and can do when they first start
- review the way planned activities are organised to involve the younger children more effectively
- establish an effective programme of self-evaluation, in order to accurately identify weaknesses in the setting and plan for continuous improvement.

### Inspection activities

- The inspector had a tour of the childminder's home, including the kitchen, garden and play areas.
- The inspector carried out an observation of a planned activity and discussed the outcome with the childminder.
- The inspector spoke to the childminder about her practice at appropriate times during the inspection.
- The inspector checked evidence of the childminder's qualifications and the suitability of all adults living at the premises.
- The inspector sampled children's progress records, the childminder's self-evaluation documents, the registers of attendance and a range of other documents, including safeguarding, accident and medication records.

### Inspector

Amanda Forrest

## Inspection findings

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

The arrangements for safeguarding are effective. The childminder has a clear understanding of how to act if she has concerns about a child, and is aware of the signs and symptoms of abuse. She is also aware of how to ensure the safe use of mobile phones and cameras in her setting. Children's starting points in learning are established through the programme of observation. However, the childminder does not effectively involve parents in this process. This means she is not able to quickly establish a highly accurate picture of what children already know and can do on entry. The childminder's self-evaluation lacks accuracy. She does not consistently identify areas for improvement. The childminder has completed a relevant childcare qualification at level 3 since her last inspection and mandatory training, such as her current first-aid qualification.

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

The childminder has a suitable knowledge of the seven areas of learning. As children settle and become confident in the environment, the childminder completes observations and assessments of what they can do and what they know. However, she does not always ensure these are precise enough. This means she does not have the accurate information she needs to plan effectively for children's future learning. Therefore, children are not provided with consistent challenges to help them make rapid progress. The childminder does provide a balance of children's free choice and adult-led activities. Occasionally, she provides activities that build on children's interests and enjoyment. For example, children enjoy exploring malleable materials with tools and kitchen utensils. Their learning is extended as talk about making birthday cakes with matchstick candles. They count and pretend to blow the candles out, sharing and taking turns. During these interactions, the quality of teaching is purposeful.

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

The childminder is kind, calm and consistent and provides clear boundaries that are well understood by children. Children thoroughly enjoy their time in the fresh air, exercising and developing their physical skills. For example, children squeal with delight as they chase bubbles and pop them with their hands. They are supervised closely by the childminder. Other toys are accessible to children, so they can make choices for themselves. However, the childminder does not plan all activities well enough. As a result, younger children do not have the resources they need to take part fully from the outset. This limits their opportunity to learn. Children wash their hands before eating healthy snacks of fresh fruit and are taught the importance of stopping germs from spreading.

### **Outcomes for children require improvement**

Most children are making suitable progress in their learning and development. However, on occasions, they are not challenged enough in their play to make consistently good progress. Children share responsibility with others, such as when helping to tidy up toys. They quickly gain the confidence needed to try new experiences and develop the key skills needed for the next stage in their learning, such as starting school.

## Setting details

<b>Unique reference number</b>	EY441270
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	854105
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16 July 2012
<b>Telephone number</b>	

The childminder was registered in 2012. She lives in Halifax, West Yorkshire. She operates all year round from 7am to 6pm, Monday to Friday, except for family holidays and bank holidays. The childminder holds an appropriate qualification at level 3.

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