

Childminder Report

Inspection date

15 July 2016

Previous inspection date

26 September 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
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:

- Teaching is variable. Some aspects of teaching are not sufficiently planned for or responsive to children's emerging needs. Opportunities to develop children's own ideas or solve their own problems are missed.
- Behaviour management strategies are inconsistent. The childminder misses opportunities to support children in developing sensitivity to others' needs. Children are not progressing rapidly in making relationships with other children.
- Performance management is not sufficiently robust. Although weaker practice is identified, it is not addressed adequately. Opportunities to support rapid and sustained development for some areas of children's learning are missed.

It has the following strengths

- Children explore the wide range of stimulating resources which is available to them. They confidently choose what they would like to play themselves. Children demonstrate that they are independent learners and willing to have a go.
- Children practice their self-help skills throughout the day. At lunchtime they enjoy preparing their own meals. While babies skilfully peel their own fruit, older children access food from the fridge themselves and proceed to make their own sandwiches.
- The childminder values parents' involvement. Parents make their own assessments of what their children know and can do. The childminder uses this information, along with her own assessments, to work with parents and other professionals to support children's learning.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ make better use of professional development and performance management to improve teaching so that children benefit from consistently high-quality interactions that promote their good progress	18/07/2016
■ give children guidance that helps them to recognise the needs of others and encourages them to build positive relationships with other children.	18/07/2016

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed with the childminder how she evaluates her practice.
- The inspector spoke to the childminder at appropriate times in the day. She looked at relevant documentation, such as children's individual and group assessments and the documented checks for the suitability of assistants to work with children.
- The inspector viewed a number of written testimonies from parents and spoke to one parent during the inspection. She took account of their views.

Inspector

Katharine Jones

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder is keen to develop her practice and that of her assistants. She regularly evaluates the provision and has a clear action plan with priorities for improvement. She carries out professional development to improve practice and to keep up to date with changes. However, despite weaker areas of teaching being identified, they have not been addressed swiftly. The arrangements for safeguarding are effective. The childminder's policies, procedures and knowledge reflect the standards set by the Local Safeguarding Children Board. The childminder carries out checks to ensure the suitability of adults working with children. The childminder and her assistants regularly carry out assessments of safety within their practice. The childminder uses additional funding to provide targeted resources and activities for children to support their learning.

Quality of teaching, learning and assessment requires improvement

The childminder is a qualified teacher. She uses her skills and knowledge to provide opportunities for children's independent learning. She has a wide range of engaging resources for children to choose from. They enjoy exploring and demonstrate a keen desire to investigate. However, children are not given sufficient time to solve their own problems or explore their own ideas in solitary play. At times, the childminder interrupts them to provide guidance. Despite this, older children enjoy developing their numeracy and literacy skills as they play. They are able to match sounds to pictures and to calculate who is winning in the sound lotto game. Children are making some progress in preparation for the next stage in their learning. Babies enjoy sharing experiences. They smile with delight as they pop the paint bubbles and explore the texture of the paint on their hands. Unfortunately, instead of completing the activity outdoors as planned, it was completed indoors limiting the chance for the babies to freely engage in their exploration because the adults were overly concerned about them making a mess.

Personal development, behaviour and welfare require improvement

Children are well behaved. They are polite and courteous and regularly use their manners. However, the childminder misses opportunities to support children in making friendships with other children. On occasion, planned activities do not encourage collaborative play when the children require it. Babies demonstrate that they are happy and have established strong bonds with their key person. Their individual care routines are known and these are met. All children are supported in taking and managing appropriate risks. For example, babies enjoy climbing down from the outdoor equipment safely, with support from an adult. Children are learning about keeping themselves safe and healthy and enjoy an active lifestyle.

Outcomes for children require improvement

Most children are making typical progress for their age. However, some children are not helped to make sufficiently rapid progress with social skills. Children are developing their communication and language rapidly and express themselves confidently. Children's physical development is progressing well. They are able to demonstrate a range of large and small movements as they play and explore.

Setting details

Unique reference number	EY462767
Local authority	North Yorkshire
Inspection number	1043576
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	12
Number of children on roll	15
Name of registered person	
Date of previous inspection	26 September 2013
Telephone number	

The childminder was registered in 2013 and lives in Ripon. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder is a qualified teacher and follows the Montessori philosophy. She provides funded early education for three- and four-year-old children. She works alongside a co-childminder and an assistant. She also has an additional assistant for emergency cover.

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