

# Childminder Report

**Inspection date**

12 May 2017

Previous inspection date

13 March 2014

<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:**

- The childminder does not use the information from her observations and assessments of the children to plan challenging activities to help them to make good progress.
- The childminder has not established a highly successful two-way flow of information with other settings that children attend. This means that a joint approach to children's learning is not fully achieved.
- Children are not always encouraged to wash their hands before handling food and this impedes their developing understanding of how to keep themselves healthy.
- The childminder does not precisely focus on updating and improving her knowledge to the highest level.
- The childminder does not make the most of all opportunities to build on children's problem-solving skills.
- The childminder does not provide sufficient opportunities which raise children's awareness of different cultures and diversity.

### **It has the following strengths**

- The childminder is warm and caring and has developed strong attachments with children. She gives children meaningful praise which helps to motivate them.
- The childminder encourages children to share, take turns and be kind. They build strong relationships with their peers which helps to prepare them emotionally for the larger social environment of school.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ use the information gained from observation and assessment to tailor activities to meet children's individual learning needs so that they make good progress	26/05/2017
■ implement procedures that extend information sharing with other early years settings that children attend, in order to fully support and complement children's care and learning experiences	26/05/2017
■ promote children's good health and hygiene at every opportunity so that good hygiene practice is embedded in children's understanding of what contributes to a healthy lifestyle.	26/05/2017

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

- enhance ongoing professional development so it is sharply focused on continually updating knowledge and raising the overall quality of practice to an even higher level
- make greater use of opportunities that extend and encourage children to solve problems for themselves
- raise children's awareness of diversity that helps them respect and value differences.

## Inspection activities

- The inspector held a number of discussions with the childminder. She reviewed relevant documentation, including evidence of qualifications and suitability of household members, children's learning profiles and a sample of policies and procedures.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke to children during the inspection and took account of the views of parents through written feedback provided.
- The inspector discussed self-evaluation and how the views of parents and children are included to drive improvement.
- The inspector viewed areas of the childminder's home used for childminding.

### Inspector

Kerry Holder

## Inspection findings

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

The arrangements for safeguarding are effective. The childminder knows what to do if she has concerns about a child's welfare. The childminder undertakes some self-evaluation and she seeks the views of parents in this process to help her to have an overall view of her service. The childminder is well qualified and experienced. She shows some dedication to developing her skills and knowledge and completes occasional training courses. However, her professional development focuses more on legally required aspects of training, rather than being specifically targeted at improving her overall knowledge. The childminder also does not share information with other settings children attend to provide continuity in their learning.

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

The childminder carries out observations and assessments of children's learning. However, she does not use this information well. The childminder does not provide the focus and challenge needed during activities to ensure children make consistently good progress. Nevertheless, children enjoy exploring as they independently make good use of accessible resources. They are settled, confident and relaxed in the childminder's care. Young children are supported to effectively develop their communication and literacy skills. For example, the childminder listens carefully to children and repeats words back to them, aiding their pronunciation. However, occasionally, the childminder overlooks opportunities to develop children's problem-solving skills. For example, she quickly helps children when they are eager to solve problems for themselves. In addition, there are limited opportunities for children to learn about and appreciate different cultures and differences. Children count and use numbers in everyday play.

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

Children are clearly happy and well settled. Children have an abundance of fresh air and physical exercise each day. The childminder offers nutritious snacks and reminds children to wash their hands after the toilet. However, encouragement for children to wash their hands before handling food and eating is inconsistent. This impedes children's developing understanding of the importance of good hygiene practices in relation to mealtimes. The childminder gently encourages children to take measured risks. For example, they carefully climb up the steps when playing on the slide outside.

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

Children are developing a sense of responsibility. For example, they look after the resources they use by carefully and enthusiastically tidying them away before snack time. Children have a satisfactory range of opportunities to learn as they play and make some progress from the start. However, planning and assessment requires improvement so that children are better supported to make good progress.

## Setting details

<b>Unique reference number</b>	401308
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1087130
<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>	0 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	13 March 2014
<b>Telephone number</b>	

The childminder registered in 2008 and lives Harrogate. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for 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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

