

Childminder Report

Inspection date

6 June 2017

Previous inspection date

15 December 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
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 accurate observations and assessments to monitor children's progress effectively or plan for their next stages in learning.
- Information exchanged with parents is not detailed enough to enable the childminder to plan precisely for children's ongoing learning.
- The childminder does not engage in professional development activities that are highly focused on developing her teaching skills to an improved level.
- The childminder does not provide the best opportunities for children to learn how to manage their own feelings and those of others.

It has the following strengths

- Children are confident and have strong bonds with the childminder and her assistant. Overall, settling-in arrangements are thoughtfully planned to ensure that children's emotional needs are met.
- The childminder focuses well on supporting children's emerging language and communication skills. She engages children in meaningful conversations and encourages them to repeat words back to her.
- The childminder has developed effective working relationships with schools and other settings. She exchanges relevant information with teachers to promote continuity.
- Parents are happy with the childminder's service. They say that children are cared for in a safe and nurturing environment.

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 sure that robust systems are implemented to regularly observe and assess children's learning, in order to monitor their progress and identify areas where they most need support. 10/07/2017

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

- devise better methods to obtain information from parents about children's achievements at home to plan precisely for children's ongoing learning
- improve programmes of professional development and focus more precisely on developing teaching skills and practice
- develop improved strategies to help children to manage their own feelings and gain an awareness of the feelings of others.

Inspection activities

- The inspector had a tour of the areas of the premises that are used for childminding purposes.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at evidence of the suitability of adults working and living on the premises and a sample of policies and discussed assessments of children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector considered the views of children and parents.

Inspector

Susie Prince

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder has taken action to make improvements since the last inspection. However, some improved systems are not effectively implemented to raise the quality of teaching to a good standard. For example, the childminder does not rigorously monitor the progress of children to target areas where they most need support. Nevertheless, she welcomes advice from the local authority advisers and has begun to reflect on some areas of practice more effectively. Feedback is obtained from parents and children to ensure that planned developments benefit children and families. The arrangements for safeguarding are effective. The childminder has a good understanding of child protection issues and knows how to make a referral to the relevant authorities. She ensures that her assistant completes essential training and supervises her effectively. However, the childminder's programme of professional development is not sufficiently focused on improving her knowledge, skills and practice.

Quality of teaching, learning and assessment requires improvement

The childminder has a weak understanding of how to accurately plan for individual children's learning needs. Observations are not completed in a timely manner or effectively assessed. Additionally, she does not know how to use information obtained from assessments to plan precisely for children's next steps in learning. However, the childminder interacts well to support and enhance children's play. She encourages children to count and sort items to help promote their mathematical skills. Children are beginning to make believe and pretend to prepare and serve food. The childminder models role play and questions children well to support them to discuss their thoughts and intentions, overall. The childminder talks to parents about what children have done and achieved to keep them informed of children's progress. However, she does not gather enough information from them about children's achievements at home to plan precisely for their learning.

Personal development, behaviour and welfare are good

Children, generally, cooperate with others. However, the childminder does not provide clear explanations to help children understand their own feelings and those of others. Children confidently explore their surroundings and make decisions about their play. They follow good hygiene routines and enjoy nutritious snacks. The childminder takes children on trips and supports them to be physically active.

Outcomes for children require improvement

Children do not make enough progress. Despite this, children are developing some key skills in readiness for school. They select objects by name and repeat simple phrases. Children enjoy books and join in discussions about the pictures.

Setting details

Unique reference number	EY448684
Local authority	York
Inspection number	1080601
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 14
Total number of places	12
Number of children on roll	10
Name of registered person	
Date of previous inspection	15 December 2016
Telephone number	

The childminder registered in 2012 and lives in Strensall, in York. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant.

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