

Childminder Report

Inspection date	3 July 2017
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 ensure that information from observation is used consistently to assess children's learning. Planning is not always tailored to challenge children effectively to meet their individual learning needs and raise outcomes.
- The childminder does not have a strong enough focus on supervising and monitoring the quality of her assistants' practice. As a result, the effectiveness of the teaching and the planning of experiences for children are variable.
- Self-evaluation is not sufficiently rigorous. The childminder does not consistently identify and address weaknesses in the provision to improve outcomes for children.

It has the following strengths

- The childminder provides parents with daily feedback about their children's care and the activities they have been involved in. Parents' written comments show that they welcome this information and are happy with the care provided.
- The childminder and her assistants support children's mathematical development through a range of activities.
- The childminder and her assistants talk with children during their play and encourage them to describe what they are doing. They help children to build on their vocabulary.
- Children enjoy their self-chosen role play and have access to good-quality resources that help them to re-enact their real life experiences.
- Children show that they have formed secure attachments to the childminder and her assistants, who are kind and caring towards them.

What the setting needs to do to improve further

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

- | | Due Date |
|--|-----------------|
| <ul style="list-style-type: none"> ■ use observations of children's development consistently to gain an accurate understanding of their levels of achievement, interests and learning styles, and use this information to shape learning experiences, in order to challenge and meet the individual needs of each child | 03/10/2017 |
| <ul style="list-style-type: none"> ■ improve the supervision and monitoring of assistants' practice and provide support and coaching needed to develop their teaching skills, knowledge and practice. | 03/10/2017 |

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

- develop thorough self-evaluation, so that any weaknesses in practice are quickly identified and addressed through targeted action plans that drive improvement of the provision.

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 evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of people living and working at the premises.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector
Jane Tucker

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The childminder has strict procedures in place for the use of mobile phones to help prevent misuse. She attends relevant child protection training and local forum meetings to help keep her knowledge up to date. The childminder shares information and provides ongoing safeguarding guidance to her assistants. She and her assistants know how to recognise and report concerns to protect children at risk from harm. Vetting and recruitment checks are carried out to help ensure that all assistants are suitable to work with children. Although the childminder has put some arrangements in place to supervise and monitor her assistants, these are not fully effective. She does not successfully identify and address their training needs, or support them to develop their skills in observing, assessing and planning for children's learning needs. The childminder seeks parents' views about her service. However, her self-evaluation is not fully effective to raise the overall quality of her provision.

Quality of teaching, learning and assessment requires improvement

The childminder is qualified and experienced. She has suitable knowledge of how children learn. However, teaching does not always challenge children effectively, particularly when older and younger children participate in activities together. The childminder and her assistants do not adapt activities sufficiently for each child. They do not use information from their observations well enough to make accurate assessments of children's development and plan precisely for their next steps in learning. Children's progress and individual interests and abilities are not supported as well as possible. Even so, children enjoy creative play. They use shaped sponges which they dip into paint to make marks on paper. Children recognise colours and the shapes they make, such as a train and car.

Personal development, behaviour and welfare require improvement

Weaknesses in observation and assessment affect children's overall ability to reach their full potential. However, healthy lifestyles are promoted well through daily routines. Children wash their hands before eating and after using the toilet. They enjoy nutritious homemade meals and snacks, and help themselves to water throughout the day. Children's behaviour is managed well and they are encouraged to use good manners. They receive praise which helps to promote their emotional well-being and sense of self-esteem. Children spend time in the fresh air and enjoy being physically active.

Outcomes for children require improvement

Children do not make as much progress as possible as the activities provided do not always match or support what they need to learn next. However, children develop some skills they will need for their move on to school. They play cooperatively with their peers and build good relationships. Children work together, for example to build a house from toy bricks. They listen to each other's suggestions and respond to what they hear with relevant comments.

Setting details

Unique reference number	EY484704
Local authority	Barnsley
Inspection number	1004914
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	12
Number of children on roll	18
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015 and lives in Royston, Barnsley. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She receives funding to provide free early education for two-, three- and four-year-old children. The childminder works with assistants.

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 2017

