

Childminder Report

Inspection date

19 July 2017

Previous inspection date

26 June 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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 support babies and young children to develop communication and language skills. There are occasions when babies are not stimulated or engaged in purposeful play. This does not help them to make good progress.
- The childminder does not accurately identify children's current stages of development or complete regular assessments to monitor the progress they make. This means that some of the teaching and planned activities do not meet their individual learning needs.
- The childminder does not provide children with clear boundaries for behaviour. Children show some awareness of other's and their own safety, however, this is inconsistent.
- The childminder has not developed partnerships with other settings children attend. She does not share information about children's learning to promote continuity.
- The childminder has failed to identify areas for development within her practice. The arrangements for self-evaluation are not robust.
- There are too few opportunities for children to learn about other people, places and communities beyond their own.

It has the following strengths

- Children have secure bonds with the childminder. She shows interest in their home lives and has developed good partnerships with parents and families.
- The childminder promotes the good health of children. They show good levels of independence and take an active part in their own self-care and hygiene routines.

What the setting needs to do to improve further

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

	Due Date
■ improve the quality of teaching to ensure babies and the youngest children are stimulated and supported, to develop good communication and language skills	19/08/2017
■ assess and monitor children's progress accurately and identify their current stages of development, to plan suitably challenging activities which are based on individual learning goals	19/10/2017
■ develop and implement clear, consistent ways to help children understand about behavioural boundaries and safety awareness.	19/08/2017

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

- gather and share information about children's learning with other settings they attend, such as school, to strengthen partnership working and actively promote continuity
- extend the ways to identify and review areas for development within teaching, learning and overall effectiveness
- provide a range of opportunities, which helps children develop an awareness of other people, places and communities in the wider world.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, such as evidence of the childminder's suitability to work with children. She discussed children's learning, assessment and planning with the childminder and her arrangements for self-evaluation.
- The inspector obtained written feedback from parents and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder has not reflected on her practice or maintained a secure knowledge of the learning and development requirements of the early years foundation stage. For example, she has not developed her teaching to build the foundations of learning for babies and young children. However, she has enhanced her knowledge of how to protect children from harm and has refreshed her paediatric first-aid training. This helps to keep children safe. Safeguarding is effective. The childminder completes daily safety checks and knows who to contact if she has any concerns about children's welfare. The childminder has not developed highly successful partnerships with schools and other settings children attend.

Quality of teaching, learning and assessment requires improvement

The childminder does not plan stimulating, highly challenging activities for all children. For example, babies have low levels of engagement in a dough activity and there are too few resources to stimulate their interest. The childminder, occasionally, interacts with them but misses key opportunities to model language and develop their vocabulary. However, the childminder helps older children to develop their creative skills and imagination as they make 'cakes' and enjoy adding decorations. The childminder, occasionally, observes children during their activities, however, assessments are not used to plan challenging activities that inform the next steps in learning. Parents receive a written copy of the progress check when their children are aged between two and three years.

Personal development, behaviour and welfare require improvement

Children are happy and settled with the childminder. However, inconsistent behaviour management does not help them to be fully aware of their own safety and others around them. The childminder provides regular opportunities for children to develop their physical skills and enjoy the fresh air outdoors. For example, they regularly walk to the school to collect older children and make use of the local nature walks and park. However, children do not have enough opportunities to learn about the wider world. Children enjoy the fresh fruit provided for snack and older children wash their hands and use the toilet independently. The childminder has procedures to follow to help children settle in. For example, she asks for babies' routines which helps her to meet their care needs quickly. Children bring comfort items and visit before they start. This has a positive impact on their emotional well-being.

Outcomes for children require improvement

Children do not make good progress across all aspects of their learning due to weaknesses in teaching. For example, babies make slower progress in their communication development. However, older children show readiness for school and have confidence in using mathematical skills, such as counting and identifying shapes. The level of children's engagement and enthusiasm to learn is variable. This does not promote the best possible outcomes.

Setting details

Unique reference number	401304
Local authority	North Yorkshire
Inspection number	1087129
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	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	26 June 2014
Telephone number	

The childminder registered in 1996. She lives in central Scarborough, North Yorkshire. The childminder operates all year round, Monday to Friday, from 7.15am to 6pm, except for bank holidays and family holidays. She offers funded early education for two-, three- and four-year-old children.

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.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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