

# Childminder Report

**Inspection date**

11 July 2017

Previous inspection date

30 January 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 maintain the most up-to-date knowledge of the Local Safeguarding Children Board guidance and procedures for child protection. However, she can identify concerns about children's welfare and takes action to keep them safe.
- The childminder does not make accurate links between her observations and assessments of children's learning. This means some information about children's current stage of development is unclear and their progress is variable.
- The childminder has not developed ways to reflect and evaluate on the effectiveness of her skills, knowledge and teaching. This does not promote the best possible outcomes for children.
- The childminder does not fully support children to develop their growing understanding of how to be safe and the importance of being healthy.

**It has the following strengths**

- The childminder is skilled at interacting and engaging with children during their self-chosen play. She speaks to them clearly and asks questions, which encourage them to extend their ideas. Children have good communication and language skills.
- The childminder is a very good role model for children. She teaches them to be kind to each other and offers regular praise for their efforts. Children have secure bonds with her and their behaviour is very good.
- The childminder offers support to parents and has developed good relationships with them. This helps to promote continuity of care and partnership working.

## 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:**

|  | <b>Due Date</b> |
|--|-----------------|
| ■ develop knowledge of the latest procedures to be followed in relation to safeguarding and in line with the guidance of the relevant Local Safeguarding Children Board, to keep children safe and report concerns without delay | 27/07/2017      |
| ■ improve the accuracy of observations, monitoring and assessment of children's learning and use this information effectively to plan and shape experiences, which help them to make good progress in all areas.                 | 27/10/2017      |

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

- use key opportunities in planned activities, to teach children about how to keep safe and develop their understanding of what it means to be healthy
- develop ways to evaluate and reflect on practice and identify key areas for development to promote the best possible outcomes for all children.

## 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 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 maintained her knowledge and understanding of the relevant Local Safeguarding Children Board procedures. The childminder occasionally practises fire drills with children and completes risk assessments to ensure areas are clean and safe to use. She recognises different signs of abuse and has partnerships with early help agencies to provide further support to vulnerable families. Safeguarding is effective. Since the last inspection, the childminder has strengthened partnership working with parents and teachers. This has had a positive impact on their contribution to and continuity of learning for children. However, the childminder has not evaluated her practice effectively or identified ways to improve her skills and knowledge.

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

The weakness in observations and assessments means that the childminder does not robustly monitor children's learning. She does not have an accurate understanding of all children's current stage of development and the next steps in their learning do not sufficiently focus on areas where they need it the most. However, the childminder provides activities which are based on children's interests. For example, older children thoroughly enjoy threading cereal rings onto spaghetti strips. The childminder extends their play and helps them to develop good mathematical skills as she challenges them to count and use the language of size. Younger children begin to enjoy sensory experiences and develop confidence in their own ability, as they stir the mixtures and talk about different textures. The childminder provides parents with a written copy of the progress check when children are aged between two and three years.

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

The weaknesses in leadership and management have had an impact on children's personal development and welfare. Children do not learn how to keep themselves safe and healthy during planned activities. For example, the childminder does not talk to them about risks in the kitchen or healthy eating during a baking activity. However, the childminder provides fresh vegetable wraps for lunch, and ensures children have opportunities for physical activity and fresh air. The childminder supports children to begin to manage their own personal needs and take an active part in their own self-care. For example, some older children wash their hands and use the toilet independently. Children are happy and settled, and parents are pleased with the childminder's level of care.

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

Children do not make the best possible progress in all aspects of their learning. For example, some children are not working at the stages of physical development expected for their age. However, other children are well prepared for starting school and have good levels of independence and mathematical skills. All children show interest in their learning and the childminder supports them to try a range of new activities.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY462624  |
| <b>Local authority</b>             | North Yorkshire   |
| <b>Inspection number</b>           | 1087469   |
| <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>       | 1 - 6   |
| <b>Total number of places</b>      | 5   |
| <b>Number of children on roll</b>  | 4   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 30 January 2014   |
| <b>Telephone number</b>            |   |

The childminder registered in 2013. She lives in Richmond, North Yorkshire. The childminder operates all year round, Monday to Friday, from 7.30am to 6pm, with the exception of bank holidays and family holidays. The childminder has a level 3 qualification in childcare. She provides funded early education places 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.

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

