

Childminder Report

Inspection date

25 October 2017

Previous inspection date

24 April 2015

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		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Assessments of children's abilities are not always accurate. Children's achievements and gaps in their development are not being recorded consistently by the childminder. This impacts on their progress.
- When the childminder has observed gaps in children's development, she has not always acted swiftly enough to address these concerns, nor has she discussed these concerns with parents. Therefore, children are not offered appropriate support quickly enough.
- Activities for children are not consistently planned to address children's individual needs and next steps in their learning.
- The childminder does not review her own practice regularly. Therefore, she is not able to easily identify aspects of her practice that may benefit from further development.

It has the following strengths

- The childminder has warm and responsive relationships with the children in her care. Parents say this is a key strength in the provision referring to the childminder as 'a home from home'.
- Children behave well because the childminder and her assistant provide good role models. Children appear to be happy and settled in the provision. Parents say that children look forward to coming.
- The childminder has developed good links with the local school, which has supported a smooth transition for children leaving her provision to start school.
- The childminder provides opportunities for children to mix with others at local groups. This aids their social development.

What the setting needs to do to improve further

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

	Due Date
■ ensure that observations of children are evaluated and used to plan meaningful activities which challenge children and support their progress	31/01/2018
■ improve assessment of children's learning to ensure that any gaps in their development are shared with parents and addressed as soon as possible	31/01/2018

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

- continually assess your provision to support ongoing improvement of practice and learning opportunities for children

Inspection activities

- The inspector viewed all areas of the provision used by children.
- The inspector spoke to the childminder, the assistant, and the children at appropriate times throughout the inspection.
- The inspector observed the childminder carry out an activity and then evaluated this with the childminder.
- The inspector gained the views of parents through discussion and observing written feedback provided.
- The inspector looked at a range of documentation including children's assessments, evidence of the suitability of adults living on the premises and a sample of the childminder's written policies and procedures.

Inspector

Louise Goodger

Inspection findings

Effectiveness of the leadership and management requires improvement

Children and parents are observed to have good relationships with the childminder. The childminder recognises the traditions and celebrations that are important for specific children and families using her provision. These are explored and shared with all children which fosters a culture of mutual respect and understanding. Safeguarding arrangements are effective. The childminder recognises and addresses potential risks for children in her care and acts appropriately to reduce or remove these. Children's wellbeing is promoted and the childminder knows how to identify and act upon instances where children may be at risk of harm. The childminder does not effectively evaluate her provision and therefore is unable to demonstrate how she will act to improve on areas of practice that are not yet good. This has an impact on the quality of teaching and learning.

Quality of teaching, learning and assessment requires improvement

The childminder knows the children well. She understands and follows their own interests, including these into planned activities. For example, one child with a particular interest in dinosaurs was supported to correctly name dinosaurs during a printing activity. The dinosaurs also featured in mathematical discussion about size, comparing the tyrannosaurus rex to the pterodactyl when sharing a non-fiction book. The childminder regularly observes children's play but she does not always use these observations to correctly assess what children can do or where they need further support. Therefore, the opportunities planned for children can lack focus and challenge, and do not extend the learning experiences sufficiently.

Personal development, behaviour and welfare are good

The childminder provides a warm, safe and welcoming environment where close relationships with children and their parents are a particular strength. The childminder promotes good manners, independence, sharing and turn taking, which the children benefit from in their interactions with others. Children are happy and confident and demonstrate good behaviour. The childminder takes children on regular outings in the local community and one child describes feeding the ducks as a favourite activity.

Outcomes for children require improvement

Parents say they are kept well informed about what children do when they are with the childminder. However, where the childminder has recorded that children are not meeting expected milestones, this information is not shared or discussed with parents. This means that children are not supported to overcome difficulties, and their development is hindered. The assessments of children's development do not feed into the childminder's evaluation of her own practice. Therefore, there is little opportunity to recognise and address the quality of teaching and learning. This does not support children's preparation for their next stage of learning.

Setting details

Unique reference number	EY423412
Local authority	York
Inspection number	1112119
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	10
Number of children on roll	3
Name of registered person	
Date of previous inspection	24 April 2015
Telephone number	

The childminder was registered in 2011 and lives in York. She operates all year round, from 5.30am to 4.00pm, Monday to Friday, except bank holidays and family holidays. She has an early years qualification at level 3. She works with an assistant who is qualified to level 2. The childminder provides funded early education for two-, three- and four-year-old children.

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