

Childminder Report

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| Inspection date | 31 October 2017 |
| Previous inspection date | 21 August 2013 |

| 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 has failed to notify Ofsted of all people over the age of 16 years old who are working on the premises. This is also a breach to the Childcare Register requirements.
- The childminder has failed to keep her knowledge and skills sufficiently up to date regarding current legislation and early years practice.
- The childminder is not monitoring children's progress rigorously enough. Activities are not always challenging enough to support children to make good progress.
- The childminder does not complete the progress check for children aged between two and three years. She is not aware of the requirement to provide parents with a written summary of children's progress in the prime areas of learning.
- The childminder does not encourage parents to contribute information to children's on-going learning and assessment, to fully promote consistency in children's development.

It has the following strengths

- The childminder and her assistants have developed close relationships with the children. This helps to promote children's personal, social and emotional development.
- Children behave well. The childminder gives them consistent praise for their achievements. This helps children to grow in confidence and self-esteem.

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:

| | Due Date |
|---|------------|
| ■ inform Ofsted of all persons aged 16 years or over who are living or working on the premises | 17/11/2017 |
| ■ update training and skills to improve knowledge of current legislation and early years practice | 17/11/2017 |
| ■ monitor the progress that children are making and use this information to plan challenging activities that support children to make good progress | 17/11/2017 |
| ■ review children's progress aged between two and three years and provide parents with a written summary of their child's development in the prime areas of learning. | 17/11/2017 |

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

- encourage parents to contribute information to children's on-going learning and assessment to help promote continuity in children's development.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder and had discussions at appropriate times during the inspection.
- The inspector took account of parent's views recorded in the childminder's compliments file.
- The inspector spoke to children during the inspection.
- The inspector looked at a range of documents, such as policies and procedures, training records and children's observations and assessments. The inspector discussed self-evaluation with the childminder.

Inspector

Helen Royston

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder and her assistants attend some professional development opportunities. However, they have not kept their knowledge sufficiently up to date regarding current legislation and early years practice. Activities do not always specifically support what children need to learn next. For example, children predict whether items will float or sink in water, however the childminder does not challenge them further to understand why this happens. Safeguarding is effective. The childminder and her assistants know how to spot signs and symptoms of child abuse. They understand what action to take if they have concerns about a child's welfare. Overall, the childminder reflects on the quality of her setting. She has discussions with her assistants to identify any improvements needed in their practice.

Quality of teaching, learning and assessment requires improvement

The childminder does not complete the required progress check for children aged between two and three years, or provide parents with a written summary of their progress. However, she observes children and plans some activities to support their interests. For example, children enjoy a walk in the local area and collect a variety of autumn items. The childminder and her assistants promote children's listening and communication skills. For example, they encourage children to listen for sounds, such as horses riding by. They describe the shape, colour and smell of different objects. The childminder does not encourage parents to contribute their own information to children's on-going learning and assessment. However, she keeps parents informed about their children's day, including through a daily diary.

Personal development, behaviour and welfare require improvement

The childminder has not informed Ofsted of an assistant who is working on the premises. However, Ofsted are now aware and there is no impact on children's safety because the assistant is never on her own with children and she has a Disclosure and Barring Service check in place. Children spend time outdoors and go on trips in the local area. They develop their physical skills, for example, riding on scooters and playing with bats and balls. The childminder and her assistant respond to children's care needs sensitively. For example, they teach children how to blow their nose and wash their hands thoroughly.

Outcomes for children require improvement

The childminder does not monitor children's progress rigorously enough. She does not always closely match activities to children's level of development and children do not make good enough progress. However, they develop some key skills in preparation for their move on to school and are generally motivated to join in activities. For example, they enjoy being imaginative and creative, such as decorating pumpkins with paint and glitter.

Setting details

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|------------------------------------|---|
| Unique reference number | 319822 |
| Local authority | Leeds |
| Inspection number | 1064100 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 12 |
| Total number of places | 18 |
| Number of children on roll | 12 |
| Name of registered person | |
| Date of previous inspection | 21 August 2013 |
| Telephone number | |

The childminder registered in 1992 and lives in Scholes on the outskirts of Leeds. The childminder has three assistants who work with her when needed. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

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

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