

# Childminder Report

<b>Inspection date</b>	26 March 2018
Previous inspection date	4 August 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The childminder does not ensure that her knowledge of child protection matters is up to date. She does not know all the possible signs of harm or understand her responsibilities under the 'Prevent' duty guidance.
- The childminder does not use her assessments effectively to plan precisely for individual children's future learning. Furthermore, she does not plan enough purposeful activities to guide and extend children's play. As a result, children do not make sufficient progress in their learning and development.
- The childminder's teaching and interactions are weak. She does not engage effectively to support children to develop key skills and build on what they already know and can do.
- The childminder does not use self-evaluation well enough to identify her training needs and highlight significant weaknesses in practice.
- The childminder does not provide sufficient opportunities for children to learn how to manage their own feelings and those of others.

### It has the following strengths

- The qualified childminder develops strong, trusting relationships with children and their families. Children are happy and relaxed in her care.
- Children are helpful and eagerly tidy away toys and resources when they have finished using them.

## 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>
<ul style="list-style-type: none"> <li>■ develop knowledge of safeguarding matters, including the 'Prevent' duty</li> </ul>	20/04/2018
<ul style="list-style-type: none"> <li>■ develop the use of assessments to clearly identify what children need to learn next</li> </ul>	20/04/2018
<ul style="list-style-type: none"> <li>■ ensure that each area of learning is planned for and promoted through a mixture of adult-led and child-initiated activities that takes into account children's needs and interests, to enable them to make progress in their learning</li> </ul>	20/04/2018
<ul style="list-style-type: none"> <li>■ reflect on the different ways that children learn and ensure the quality of teaching and interactions help children to develop confidence, skills and positive attitudes in readiness for future learning.</li> </ul>	20/04/2018

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

- make better use of self-evaluation to identify training needs, address weaknesses in practice and secure continued improvement
- develop strategies to help children manage their own feelings and gain an awareness of the feelings of others.

### Inspection activities

- The inspector toured the areas of the home used for childminding purposes.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector looked at evidence of the suitability of adults living on the premises and a sample of policies, and discussed assessments of children's learning.
- The inspector considered the views of children and parents.

**Inspector**  
Susie Prince

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The childminder has failed to stay up to date with child protection issues. Consequently, she is not aware of how to identify children who may be at risk of harm or exposure to extreme views and behaviours. The childminder's systems for self-evaluation are not stringent enough to successfully identify her training needs and sustain continued improvement. For instance, she has engaged in a limited range of professional development activities to improve her practice and personal effectiveness. Nevertheless, the childminder's home is effectively risk assessed and provides a safe place for children to play in. She has established positive relationships with parents and provides them with regular opportunities to look at children's learning journals. Effective systems are used to share information with teachers when the time comes for children to start school.

### Quality of teaching, learning and assessment is inadequate

Teaching is of poor quality. The childminder does not plan enough purposeful activities to stimulate, motivate and challenge children in all areas of learning. She does not effectively consider children's interests or take into account how they like to learn. As a result, older children flit between activities and babies do not receive the support they need to engage in meaningful play. The childminder does not use information obtained from observations and assessments to identify exactly what children need to learn next. Nevertheless, she provides some activities that occupy children. For example, children explore spaghetti and are encouraged to identify colours. However, the childminder does not consider their learning needs well enough and her interactions are weak. She fails to take opportunities that arise to help children explore different concepts and learn new skills.

### Personal development, behaviour and welfare are inadequate

Weaknesses in safeguarding requirements have a significant impact on children's well-being. Overall, children behave well and are cooperative. However, the childminder does not fully support them to understand their feelings and those of others when they become frustrated. Even so, she has a gentle and caring approach. The childminder supervises children well and meets their care needs effectively. For example, she provides nutritious meals and snacks. Children play outdoors daily and visit places of interest in the local community.

### Outcomes for children are inadequate

Weaknesses in teaching and poor interactions mean that children do not make enough progress or acquire some important skills in readiness for future learning and school. However, children are self-assured. They have good physical skills and enjoy practising throwing and catching a ball.

## Setting details

<b>Unique reference number</b>	EY387843
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1104905
<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>	0 - 3
<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>	4 August 2014
<b>Telephone number</b>	

The childminder registered in 2009 and lives in Yeadon, Leeds. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

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