

# Childminder Report

**Inspection date**

25 April 2018

Previous inspection date

19 November 2013

<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 always manage children's behaviour effectively. She misses opportunities to explain to children why some actions are not acceptable and does not help them understand the impact these may have on others' feelings. Children are not developing an awareness of their own and others' emotions.
- Children are not able to develop good-concentration skills. They spend little time on activities and often become distracted with other resources. This impacts on their potential progress.
- The childminder does not identify precisely enough what children most need to develop next. Opportunities are missed to support children to become secure in some areas of their development and catch up where their progress may be slower.
- Although the childminder regularly attends local play and support groups and completes training, she does not use these skills to enhance her practice in all areas. Teaching skills have not been embedded enough to ensure she can appropriately challenge children during activities.

**It has the following strengths**

- The childminder has developed good relationships with children and their families.
- Children are confident and can express their needs and interests.
- The childminder provides children with healthy meals and snacks daily and encourages them to be involved in food preparation where possible.

## 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>
■ support children to understand their own emotions and how their behaviour can impact on other's feelings	30/05/2018
■ organise the environment more effectively to enable children to remain engaged in activities	30/05/2018
■ improve the identification of and planning for children's next steps in their learning.	30/05/2018

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

- use professional development more effectively to embed teaching skills and ensure all children are suitably challenged.

### Inspection activities

- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact this had on children's learning and development.
- The inspector held a number of discussions with the childminder during the inspection. She looked at relevant documents, such as evidence of the suitability checks carried out on people living and working on the premises.
- The inspector took into account a number of written statements provided by parents.
- The inspector carried out a joint evaluation of a planned activity with the childminder.

### Inspector

Rachel Waterhouse

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The childminder has a good understanding of child protection issues and possible signs and symptoms of abuse. She knows where to go to report any concerns. Safeguarding is effective. The childminder supports children with their eventual move to school. For example, she promotes their independence when they are putting on their shoes and coats and encourages handwashing to support their healthy well-being. She works with other settings that children attend to share information about their development and care. The childminder aims to develop her knowledge regularly. However, she does not accurately identify specific areas that need to improve to meet children's changing learning needs. The childminder has built connections with other local childminders and often takes children into the community. This helps them develop an awareness of other people's differences.

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

Although the childminder observes children and tracks their progress, she does not always accurately identify where children need support. This means that gaps in progress are sometimes not addressed during play or planned for with priority. The childminder regularly updates parents about their child's progress. She encourages them to contribute to their child's learning and development. Children's interests from home are often used to plan activities or outings. During play, the childminder often misses opportunities to further children's thinking skills and acknowledge their problem-solving skills. For example, children ask to move magnetic numbers from the gate to a metal table leg and the childminder dismisses this and moves onto another activity.

### Personal development, behaviour and welfare require improvement

Children regularly benefit from fresh air and exercise as they play in the large outdoor areas daily. They develop their physical skills and are beginning to negotiate space and take their own risks in play. The childminder supports the children's understanding of routines by giving simple instructions. She uses positive praise when children are kind and helpful towards her. Children are beginning to play alongside each other and they are starting to take turns in play. For example, children choose an item from the song bag and enjoy listening to the songs with some attempts to join in. However, children do become frustrated with each other at times and display unwanted behaviour. The childminder misses opportunities to explain how this may affect other people's feelings.

### Outcomes for children require improvement

Children do not have good concentration skills and spend little time engaging in activities. They explore the play areas with confidence, although, they are sometimes unable to choose where they would like to play due to the large amount of resources available. At times, they do not appear motivated in their learning as they do not spend enough time at an activity to recognise their achievements. Children enjoy developing their physical skills in the large outdoor area. Some children do not make consistently good progress in all areas of learning and are not well prepared for the next stage of their learning.

## Setting details

<b>Unique reference number</b>	EY398733
<b>Local authority</b>	Bradford
<b>Inspection number</b>	1065430
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	19 November 2013
<b>Telephone number</b>	

The childminder registered in 2008 and lives in the Eccleshill area of Bradford. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

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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