

# Childminder report

<b>Inspection date</b>	17 September 2018
Previous inspection date	26 March 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Inadequate	4
Effectiveness of 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

### **The provision requires improvement. It is not yet good because:**

- The childminder does not consistently challenge children's unwanted behaviour. She does not have clear rules and expectations for them to follow. Some children do not know how their actions impact others' feelings.
- The childminder does not always help children understand good health and hygiene. Children do not consistently wash their hands before eating and the childminder does not teach children about the importance of having a healthy diet.
- The childminder does not make best use of teaching methods that allow children to develop their own learning skills. Often, she over-directs children's play and makes decisions for them. Children do not always explore the environment independently or develop their curiosity skills. They do not consistently have opportunities to solve their own problems. Children are not highly motivated to complete activities.

### **It has the following strengths**

- The childminder works closely with parents from the start to ensure a two-way flow of information is shared about children's learning stages and care needs.
- The childminder has established close and caring relationships with the children. She knows them well and has used her knowledge to improve the way she plans for their individual next steps in learning.
- The childminder provides a safe and secure environment for children. She carries out regular risk assessments, indoors and outdoors, and ensures any hazards are removed.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
help children to understand rules and boundaries during play and how their behaviour can impact others' feelings	26/10/2018
develop children's understanding of healthy lifestyles.	26/10/2018

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

- develop teaching methods that support children's exploration skills and independence in their learning and within routines
- swiftly recognise and develop areas for improvement to enhance skills and knowledge that impact practice the most.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector took account of the views of parents through written feedback provided.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector held a number of discussions with the childminder.
- The inspector completed a joint evaluation of an activity with the childminder.

### Inspector

Rachel Waterhouse

## Inspection findings

### Effectiveness of leadership and management requires improvement

The childminder has increased her knowledge relating to safeguarding and child protection issues. She understands her role in reporting any concerns for children's welfare and has updated her policies and procedures to ensure they are in line with her local authority requirements. Safeguarding is effective. The childminder has started to develop on the actions set at the last inspection. For instance, she has identified further training needs in areas of improvement for her practice and started to work with other professionals at local childminding groups. However, she does not respond to these quickly enough to impact the standard of her service to the best of her ability.

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

The childminder has developed a monitoring tool to enable her to track all children's progress and identify any gaps in learning. She uses this information, along with regular observations of the children, to plan activities suited to their individual needs successfully. However, at times, the childminder chooses tasks for children to do that are not closely related to their immediate interests. This limits their motivation and engagement in learning. Nevertheless, children do concentrate for short periods during some activities. For example, children sort coloured objects and discuss the features of each item. The childminder supports their language development and mathematical skills. For instance, she encourages children to repeat words and talk about the shapes and sizes of items. Generally, the childminder gives children a variety of learning experiences in and out of the setting to help children develop.

### Personal development, behaviour and welfare require improvement

The childminder praises children, increasing their self-esteem. Children are proud of their new achievements and are developing confidence to help support their eventual move to school. The childminder does provide a wide range of resources for children to access to help their all-round development. Children show curiosity and independence during play when they are given the opportunity. However, the childminder often restricts by completing tasks for children or not giving them time to make their own decisions. In the main, children play well alongside each other and can use manners when prompted. However, unwanted behaviour is not consistently dealt with, leading to other children not wanting to join in with the group.

### Outcomes for children require improvement

Children take daily walks or play in the outdoor area to increase their physical well-being and enjoy the fresh air. They develop awareness of the importance of exercising. However, they do not understand how to develop a healthy and hygienic lifestyle. All children make some progress from their starting points and develop key skills that prepare them for their eventual move to school. Children go to local play groups with the childminder and develop an awareness of the wider world. In addition, they socialise with other people and develop an understanding of the similarities and differences they see in their community.

## Setting details

<b>Unique reference number</b>	EY387843
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10057096
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	26 March 2018

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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