

Childminder report

Inspection date	4 March 2019
Previous inspection date	29 September 2014

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Good	4 2
Effectiveness of 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 adult-to-child ratios are maintained at all times.
- The childminder does not keep an accurate record of children's attendance.
- The childminder does not carry out thorough risk assessments to ensure the premises are safe.
- The childminder does not have a secure knowledge of her responsibilities to protect children from extremist views and behaviours.
- The childminder does not meet all requirements regarding keeping records confidential.
- Children's good health and hygiene are not always encouraged. This does not fully support their developing understanding of how to keep themselves healthy.
- The childminder does not obtain information from parents about what children can already do when they first start or share accurate information with them about their children's ongoing development.
- The childminder does not assess or track children's learning and development over time. She does not plan appropriate next steps for individual development, which means children do not make sufficient progress in all areas of their learning.
- The childminder does not always complete the progress check for children between the age of two and three years to ensure the early identification of any gaps in development.
- The childminder does not have a good enough knowledge of the seven areas of learning.
- Self-evaluation is not sufficiently developed to clearly identify areas for development, including professional development, to improve the learning opportunities for children.

It has the following strengths

- Children make strong bonds and attachments with the childminder, which demonstrates that they are happy and emotionally settled. Children's self-esteem is promoted well through regular praise and encouragement.
- The childminder helps children to share and take turns when they play together. She promotes children's positive behaviour.

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
ensure that the correct adult-to-child ratios are maintained at all times	01/04/2019
keep an accurate daily record of children's attendance to ensure their safety at all times	18/03/2019
take all reasonable steps to ensure that children are not exposed to risks, with specific regard to supervising children on the open staircase	18/03/2019
develop an understanding of how to identify and protect children at risk from extreme views and behaviours	01/04/2019
establish a secure understanding of how to safely store data so that children and the information held about them are protected	01/04/2019
promote children's good health and hygiene at every opportunity so that good hygiene practice is embedded in children's understanding of what contributes to a healthy lifestyle	18/03/2019
develop systems to share accurate information with parents from the start about each child's stage of development in order to fully support continuity of children's learning	15/04/2019
introduce an observation and assessment system to monitor children's level of achievement, including the progress check at age two, and use this information to tailor activities to meet children's individual learning needs	15/04/2019
develop knowledge and understanding of the learning and development requirements, specifically the prime and specific areas of learning.	15/04/2019

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

- use self-evaluation to identify and address any weaknesses in provision and to help identify where professional development can be completed to improve the overall quality of practice.

Inspection activities

- The inspector viewed areas of the childminder's home used for childminding.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection. She observed play and learning opportunities for the children.
- The inspector looked at policies and a range of other documentation, including suitability of household members.
- The inspector and childminder undertook a joint evaluation of an activity.
- The inspector discussed self-evaluation and how the views of parents and children are included to drive improvement.

Inspector
Kerry Holder

Inspection findings

Effectiveness of leadership and management is inadequate

The childminder does not have a sufficient understanding of the requirements of the early years foundation stage. This includes not having a good enough understanding of consistently maintaining appropriate adult-to-child ratios. The childminder cares for more children at any one time than is permitted. Safeguarding is ineffective. The childminder does not know that she must be vigilant and report any potential signs that children are being exposed to extremist views and behaviours. However, she has some knowledge of the different types of abuse and knows the procedure to follow should she have a concern about a child's welfare. The childminder does not keep a daily record of the hours children attend. This means that children are at risk in the event of an emergency evacuation. Although the childminder checks the premises each day for hazards, to help keep children safe, she has not effectively identified risks with specific regards to her open staircase. The childminder is not always present when children access the staircase to go upstairs. This poses a significant risk to their safety and well-being. Procedures for self-evaluation are weak. The childminder has not recognised significant weaknesses in practice. She has not prioritised her professional development to ensure she has up-to-date knowledge. For example, the childminder does not have a good enough knowledge of the areas of learning and has not ensured that she has a secure understanding of her responsibility to keep records confidential. The childminder understands the importance of developing relationships with other settings that children attend.

Quality of teaching, learning and assessment is inadequate

The childminder does not observe children to identify their next steps for learning or routinely assess and track children's development. She does not ensure that the written summary for the progress check for all children between the ages of two and three years is completed. This means that the childminder is not able to quickly identify any gaps in learning or seek additional support when required. Nevertheless, children have fun. For example, they enjoy singing and pretending to make lunch using role-play equipment. The childminder speaks to parents daily to pass on information about their children's general care routines and what they have enjoyed doing. However, the information the childminder obtains from parents on entry is not sufficient enough to further plan for children's learning from the start. In addition, systems to share information about children's ongoing learning and development are not yet effective. The childminder supports young children's communication and language effectively. For example, she plays alongside young children and talks about what is happening, repeats words and asks a good range of questions.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management mean that children's welfare is not assured. Nonetheless, children demonstrate their positive relationships with the childminder. Children have regular opportunities for outside play and benefit from fresh air and physical exercise during daily routines, including trips out into the community. However, the childminder does not always promote children's understanding of how thorough handwashing routines can best support their good health.

Outcomes for children are inadequate

Children do not make enough progress. Activities do not offer sufficient challenge as they are not planned or closely linked to children's individual learning needs. Despite this, children are confident and they enjoy positive attachments with the childminder. Children develop some skills that motivate them to move forward in their learning.

Setting details

Unique reference number	401158
Local authority	North Yorkshire
Inspection number	10096157
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 11
Total number of places	6
Number of children on roll	17
Date of previous inspection	29 September 2014

The childminder registered in 1998 and lives in Selby, North Yorkshire. She operates all year round, from 7am until 5.45pm, Monday to Friday, except for 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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