

Childminder report

Inspection date	12 June 2019
Previous inspection date	4 July 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires improvement	3
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

This is a provision that requires improvement

- The quality of teaching is inconsistent and procedures for supporting professional development are not robust enough. Staff do not always challenge children and some activities lack stimulation and excitement to support children's good progress.
- The childminder is not always implementing change or driving continuous improvement in a timely manner. As a result, ways to improve children's learning and development opportunities are not swift enough.
- The childminder is not effectively using information to assess children's starting points when they first start to attend. Therefore, planning for their learning needs is not targeted to support children to make good progress from the start.
- The meals and snacks offered to children are not always balanced and nutritious to support children to learn about the importance of leading a healthy lifestyle.

It has the following strengths

- The environment for children is caring and welcoming. Children are happy, and any unsettled or upset children are offered support and comfort to make sure they feel safe and reassured.
- Children demonstrate their independence skills as they select resources and make choices in their play. They enjoy using the 'germ station' to develop their self-care skills, such as handwashing.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due date
improve arrangements for supporting, coaching and training all adults to promote quality learning experiences for children, and to ensure the quality of teaching consistently supports children to make good or better progress	12/07/2019
improve arrangements for promoting continuous improvement to support offering quality learning and development experiences for children, ensuring the drive for improvement is swift and robust	12/07/2019
make better use of information to assess children's starting points so that planning for their next steps in learning is targeted on supporting children to make even swifter progress.	12/07/2019

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

- review the meals and snacks offered to children in order to support children to lead a healthy lifestyle through a balanced and nutritious diet.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and the impact this has on children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector held discussions with the childminder, assistants and children.
- The inspector looked at relevant documentation, such as children's records and evidence of the suitability of the childminder, assistants and household members.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Helen Blackburn

Inspection findings

Effectiveness of leadership and management requires improvement

The drive to promote continuous improvement, support for professional development and quality of teaching is not supporting children's good progress. The childminder has taken some steps to address areas to improve from her last inspection. She now gathers more information from schools so that she can look at ways to promote continuity in children's learning. Safeguarding is effective. The childminder and her assistants have a sound knowledge of child protection issues to ensure they keep children safe. They know what to do if they are worried about a child's welfare, and they understand the procedures they need to follow when reporting concerns. The childminder utilises her space well. She uses different areas for the older and younger children so that they have the space and freedom to explore and play safely.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is inconsistent. Therefore, at times, some activities lack challenge and excitement for children. When older children are playing with the dough, they show a lack of excitement and enthusiasm. There is little adult interaction at this time, to encourage, support and challenge the children to learn new skills. On the other hand, adults talk about how they use their observations to identify where children need support. They discuss how they encourage younger children to look at books, and point out objects as they develop their vocabulary. Staff assess children's progress on a termly basis, and they are starting to introduce a termly feedback report to parents about their child's progress. However, using information parents share when children first start is not yet utilised to assess children's starting points. Children eagerly join in action rhymes and songs.

Personal development, behaviour and welfare require improvement

The childminder provides meals and snacks for children. However, these are not always nutritionally balanced to support children to understand the importance of leading a healthy lifestyle. Children play outdoors, where they can take part in activities such as running, climbing and jumping to promote their physical development. The childminder gathers sufficient information from parents about children's care needs. This information is shared with the assistants to ensure they all know children well. They ensure children's individual routines are adhered to so that children feel safe and settled in their care. Parents say the childminder provides a home-from-home environment for children. Children behave well, and any minor disagreements are dealt with appropriately, such as reminding children about sharing and respecting others. Children have positive relationships with their peers.

Outcomes for children require improvement

Children are making steady progress in their learning and they are acquiring some of the skills needed to help prepare them for school. Children's communication skills are developing well. Babies and younger children babble and learn new words, while older children are confident enough to talk about their experiences. Children show they are eager to learn and want to join in activities. They use their imaginations when playing with the cars and use numbers in play.

Setting details

Unique reference number	EY453416
Local authority	Wakefield
Inspection number	10085081
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	18
Number of children on roll	32
Date of previous inspection	4 July 2018

The childminder registered in 2012 and lives in Ackworth, near Pontefract. She operates all year round, from 7am to 6pm on Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants.

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