

Childminder report

Inspection date	14 June 2019
Previous inspection date	27 June 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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 childminder does not complete regular assessments of children's development or successfully identify where they are in their stage of development. She does not plan precise next steps to support children to consistently make the progress they are capable of.
- The childminder does not gather detailed information about children's knowledge and skills when they first start at the setting. She does not have effective systems in place to share information about children's learning and development with parents.
- The childminder does not have a targeted programme of professional development in place to help improve knowledge and raise the quality of her teaching, learning and assessment.
- The childminder does not consistently promote children's good health and hygiene. For example, children do not always wash their hands before they eat.
- The childminder does not sufficiently review her practice to identify areas for future development, so that children benefit from good learning opportunities.

It has the following strengths

- Children behave well. Boundaries are simple and clear for them to understand and the childminder is calm and consistent in her approach.
- Children form good attachments with the childminder which help them to feel emotionally secure.

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
complete regular assessments of children's learning and development to plan more precisely for children's next steps and help all children to make good progress	11/07/2019
gather information from parents when children first start, about children's skills and knowledge, and implement systems to share information with parents about their children's progress and development.	11/07/2019

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

- create a targeted programme for professional development to help raise the quality of teaching, learning and assessment to a good level
- ensure that children's health and personal hygiene are consistently promoted
- use self-evaluation to drive ongoing improvements that improve the quality of future practice and support children's learning.

Inspection activities

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

Inspector

Kerry Holder

Inspection findings

Effectiveness of leadership and management requires improvement

Arrangements for safeguarding are effective. The childminder is fully aware of who to contact should she have concerns about a child's welfare. However, she does not use self-evaluation to fully identify or address areas for improvement in the quality of her teaching and practice. The childminder has not prioritised her professional development enough to ensure her knowledge of planning and assessment of children's development is secure. This has some impact on children's development. Nonetheless, the childminder has updated her skills in first aid, which contributes towards keeping children safe. She has established good partnerships with her local primary school. This helps to prepare children for their future move to school.

Quality of teaching, learning and assessment requires improvement

The childminder speaks to parents daily to pass on information about their children's general care routines. However, she does not share children's ongoing learning and development with parents. The childminder does not complete regular assessments to help track the progress that children are making and identify precise next steps in their learning. This means that children do not always make the progress that they are capable of. Despite this, young children are supported to develop their communication and literacy skills. For example, the childminder engages them in books and talks about the illustrations. She listens carefully to children and repeats words back to them, aiding their pronunciation. Children develop their early writing skills as they confidently make marks on paper. They develop early technology skills. For example, children role play with pretend laptops.

Personal development, behaviour and welfare require improvement

There are suitable settling-in procedures in place to help support children with their move from home. However, information the childminder obtains from parents on entry is focused on care needs and does not include sufficient detail to help provide good opportunities for children's learning from the start. Nevertheless, children are motivated and confidently choose from a good range of resources in the childminder's inviting playroom. The childminder provides children with opportunities to develop their self-esteem and build relationships with their peers, in preparation for school, such as attending a range of groups within the community. The childminder offers children a healthy diet, including fruit and vegetables, which supports their good health overall. However, at times, handwashing routines are not effectively organised to help children learn that hygiene practices contribute to their good health and well-being.

Outcomes for children require improvement

Children acquire some skills that prepare them for the next stage in their learning. However, weaknesses in the quality of teaching, learning and assessment mean that children do not make as much progress as possible. Nonetheless, children develop some skills in preparation for school. For example, they regularly go on walks in the local area, such as to nearby parks, which help to support their physical skills. Children count and use numbers in everyday play and they concentrate well as they build towers with construction resources.

Setting details

Unique reference number	EY438676
Local authority	Leeds
Inspection number	10064405
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	6
Number of children on roll	10
Date of previous inspection	27 June 2016

The childminder registered in 2012 and lives in the Whinmoor area of Leeds. She operates all year round, except for bank holidays and family holidays. The childminder's operating hours are from 7am until 7pm on Monday to Thursday and from 7am until 6pm on Friday. She provides funded early education for two-year-old children.

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