

# Childminder report

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Inspection date:

20 February 2020

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

## What is it like to attend this early years setting?

### The provision requires improvement

The environment for children is safe, clean, welcoming and caring. Children have positive relationships with the childminder and are happy and settled in her care. They enjoy the childminder being involved in their play, laughing and engaging with her during activities. Children enjoy and experience a varied range of fun activities. They are confident to make their own choices in play and they suggest ideas. The childminder considers their ideas and interests, and incorporates these into the day's activities. She supports children to make steady progress in their development. However, weaknesses in teaching, assessment, challenge for children and identifying improvement hold back the rate at which children progress. Children are confident to engage in conversations with others, chatting happily with their peers during play. Children are beginning to develop respectful attitudes towards others. They are learning about difference, diversity and the beliefs of other people who live in their community. Children are polite and they behave well. They share, take turns and play cooperatively with their peers. The childminder is a positive role model for children. She praises them and celebrates their achievements, for example recognising that children can count with confidence. Children have positive self-esteem.

### What does the early years setting do well and what does it need to do better?

- Following the last inspection, the childminder now monitors and tracks children's progress. Overall, she has a better understanding of what children can do. The childminder is now identifying their next steps in learning and considering activities she can provide to support this. However, she is not always accurately assessing children's level of development, especially when they are excelling in particular areas. Therefore, challenges set for children are not always accurate and they sometimes become distracted during some activities.
- After the last inspection, the childminder took action to complete the progress check for children aged between two and three years. However, her summary does not include all the relevant information to meet requirements. The summary lacks information for parents and other professionals to help them have a clear understanding of children's progress and the support they need.
- Children use their imagination and express their creativity well during dough, painting and role-play activities. When playing with the dough, they demonstrate their coordination skills in rolling, moulding and cutting when designing and creating their models.
- Children are developing some of the skills they need to support them in their next stage in learning, such as starting school. They show an interest in numbers and books, enjoy making marks when painting and approach their play with enthusiasm.
- Older children are showing an interest in the world in which they live, the

environment and nature. They talk about different types of weather and rainbows, and look at books about places in the world.

- Overall, the childminder shares relevant information with parents through daily communication. She knows the children well and considers their individual routines so that children receive continuity in their care.
- The childminder encourages children to make healthy choices. She provides nutritious meals and snacks. Children go on daily outings or they play outdoors so that they can take part in physical activities. Through improved hygiene routines, children are now learning about the importance of good hygiene practices.
- Overall, the childminder has taken enough action to address the areas to improve highlighted at the last inspection. For example, all records are now in place and readily available for inspection. However, the childminder still needs to improve her arrangements for assessing children's progress. In addition, she has not established strong systems to review her practice so that she continues to develop and sustain changes made.
- The childminder has completed some training since the last inspection. She now has a better understanding of her role in safeguarding children. However, there are still gaps in the childminder's professional development around her knowledge and teaching skills. As a result, when interacting with children, she is not always questioning and challenging children so that they progress at a faster rate.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sufficient understanding of child protection issues. She is able to show that she can recognise the signs of abuse and neglect. The childminder understands the procedures she needs to follow if she is concerned about a child's welfare. Following the last inspection, she now has a better understanding of children being at risk of extreme views. The childminder considers how she keeps children safe when using electronic devices, for example ensuring children can only access appropriate sites. Children are learning about how to keep themselves safe. They take part in fire evacuation practises so they know what to do an emergency.

## What does the setting need to do to improve?

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

	<b>Due date</b>
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accurately assess children's skills so that planning of activities consistently supports and challenges children's progress	27/03/2020
ensure the progress check for children aged between two and three years includes all relevant information	27/03/2020
explore professional development opportunities to improve knowledge and teaching skills, so that children are supported effectively in the their learning and development.	29/05/2020

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

- develop evaluation so that there are clear and ambitious plans for improving and sustaining the quality of care and education.

## Setting details

<b>Unique reference number</b>	EY348229
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10122862
<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>	2 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	20 August 2019

## Information about this early years setting

The childminder registered in 2007 and lives in Halifax, West Yorkshire. She operates all year round from 7.30am to 6pm Monday to Friday, except bank holidays and family holidays.

## Information about this inspection

### Inspector

Helen Blackburn

### Inspection activities

- The childminder completed a learning walk with the inspector, explaining how she organises activities for children.
- The inspector evaluated an activity with the childminder and discussed children's learning.
- Discussions were held between the childminder, children and the inspector.
- The inspector sampled a range of documents, including children's records and suitability checks for the childminder and household members.

We carried out this inspection 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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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