

Childminder Report

Inspection date

22 February 2018

Previous inspection date

6 November 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the 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 has insufficient knowledge of the 'Prevent' duty and child protection procedures. She is not clear about the procedures to follow when concerns are raised about children's welfare and safety or what to do in the event of an allegation being made against herself or a family member.
- The childminder does not observe children or assess children, plan appropriate next steps for individual development or track their progress. In addition, she has not completed a progress check for children aged between two and three years.
- The childminder does not have effective systems in place to share information about children's learning and development with parents.
- Self-evaluation is not sufficiently robust to fully identify and prioritise areas for improvement.

It has the following strengths

- Children's self-esteem is promoted well through regular praise and encouragement. Children make strong bonds and attachments with the childminder which demonstrates that they are happy and settled.
- Children are encouraged to develop good self-care skills and an awareness of the importance of healthy practices through regular routines, such as handwashing.

What the setting needs to do to improve further

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

	Due Date
improve knowledge and awareness of child protection issues, with particular regard to knowledge of the 'Prevent' duty, the procedures to follow if there are concerns about children's safety or welfare and the procedures to follow in the event of an allegation being made against the childminder or a member of the household	14/03/2018
implement systems for observation and assessment to plan experiences and opportunities to support the next steps in children's learning and track their progress	14/03/2018
devise and implement a process for completing the progress check for children aged between two and three years	14/03/2018
implement systems to share information with parents about their children's progress and development.	14/03/2018

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

- develop the systems for evaluating all aspects of practice to identify and address any weaknesses in provision.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector viewed areas of the childminder's home used for childminding.
- The inspector spoke to the childminder about her practice at appropriate times during the inspection.
- The inspector reviewed relevant documentation, including evidence of qualifications, suitability of household members and a sample of policies and procedures.
- The inspector completed a joint evaluation of an activity with the childminder.

Inspector
Kerry Holder

Inspection findings

Effectiveness of the leadership and management is inadequate

The childminder does not have effective arrangements in place to enable her to identify the strengths and areas for improvement in the quality of the provision. Consequently, she has failed to rectify weaknesses in her practice. Safeguarding is ineffective. The childminder has a poor understanding about what to do in the event of an allegation being made against herself or a family member and is not confident of the procedure to follow should she have a concern about a child's welfare. In addition, the childminder does not have a clear understanding of indicators that children may be at risk of harm from extreme views. 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 regularly observe, assess and monitor children's achievements. She also does not carry out the written summary for the progress check for children aged between two and three years. Consequently, she cannot identify any gaps in learning or seek additional support when required. As a result, children's development is not fully supported. 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. In addition, when children first start the childminder fails to gather information about their capabilities so their learning is not effectively planned for when they first attend the setting. Nonetheless, the childminder is actively involved in children's play. For example, she plays alongside young children and talks about what is happening, repeats words and asks a good range of questions. The childminder supports young children's communication and language skills effectively.

Personal development, behaviour and welfare are inadequate

Children's safety is not assured. The childminder is not confident in reporting concerns about their welfare which compromises children's well-being. However, the childminder's calm and child-centred approach helps children to feel at ease and enjoy their time in her care. She provides children with opportunities to attend a range of groups within the community. This provides regular opportunities for children to help develop their confidence and build relationships with their peers. The childminder provides children with opportunities to be independent through everyday routines and activities. For example, children cut their own fruit for snack time. Children's health is promoted and they enjoy a healthy diet and daily fresh air from regular walks in the local community.

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. Nevertheless, children are happy at the setting and they enjoy positive attachments with the childminder. They are developing some skills that support them to move forward in their learning and help them prepare for starting school, for instance, managing their own self-care routines, where appropriate.

Setting details

Unique reference number	320027
Local authority	Leeds
Inspection number	1103716
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	6 November 2014
Telephone number	

The childminder registered in 1996 and lives in Middleton, Leeds. She operates all year round from 6.45am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder will also provide care on a Friday during school holidays. The childminder provides funded early education for three-year-old children.

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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