

Childminder Report

Inspection date

1 May 2018

Previous inspection date

8 July 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Met	
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 does not have effective policies and procedures in place to help her to protect children. She does not know enough about the signs and symptoms of abuse to keep children safe. The childminder does not know the correct procedures to follow if she has a concern about a child's safety and welfare, or if an allegation is made against a household member.
- The childminder does not ensure that Ofsted's contact details are available to parents so that they have the information they need, should they wish to make a complaint.
- The childminder has not taken action to address weaknesses identified at previous inspections. She does not access professional development to improve her skills and knowledge.
- The childminder does not work in partnership with parents to ensure children's needs are met and share information about children's learning and development. She does not provide them with a copy of the required progress check for children aged between two and three years.
- The childminder does not complete accurate assessments to identify all gaps in children's learning. She does not take appropriate action to address any gaps she does identify or work with other agencies. She does not consider children's ages and stages of development to plan effectively and target their learning needs. Children do not make sufficient progress.

It has the following strengths

- Children are settled and enjoy climbing onto the childminder's knee for a cuddle.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

Due Date

- | | |
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| ■ develop a secure knowledge and understanding of safeguarding issues to be able to identify, understand and respond appropriately to any signs of possible abuse and neglect at the earliest opportunity | 30/05/2018 |
| ■ gain up-to-date knowledge and understanding of Local Safeguarding Children Board procedures and safeguarding legislation, to be able to respond swiftly and appropriately in the event of an allegation being made against a member of the household | 30/05/2018 |
| ■ make contact details for Ofsted available to parents so that they have the information they need should they wish to make a complaint | 30/05/2018 |
| ■ develop a programme of professional development to improve skills and knowledge so that appropriate action can be taken to address weaknesses in practice and raise the standard of teaching to improve outcomes for children | 30/05/2018 |
| ■ develop an effective two-way flow of information to regularly obtain and share information with parents and/or carers to help to ensure the needs of all children are met. | 30/05/2018 |

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

	Due Date
■ complete accurate assessments of children's progress to find out what children can already do and what they need to learn next, and to ensure any gaps in children's learning are identified quickly	30/05/2018
■ take swift and effective action to address gaps in children's learning and development, and to work in partnership with parents and/or carers, and any relevant professionals where necessary, to help children to catch up	30/05/2018
■ complete the required progress check for children aged between two and three years, and provide parents and/or carers with a short written summary of their child's development in the prime areas of learning	30/05/2018
■ use information gained from accurate observations to plan a challenging and enjoyable experience that supports children to make at least good progress in all of the areas of learning and development, and targets the individual needs, interests, and stage of development of each child.	30/05/2018

Inspection activities

- The inspector observed the quality of teaching during activities indoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector discussed with the childminder how she evaluates her practice.

Inspector

Nicola Dickinson

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The childminder does not know enough about the signs and symptoms that indicate a child might be at risk from harm or abuse so she cannot ensure their safety. She does not know the correct procedures to follow if she has a concern about a child's safety and welfare, or if an allegation is made about a person living on the premises. She does not have contact details for relevant agencies to ensure she reports any concerns to the appropriate professionals. The childminder does not have effective policies and procedures in place that are in line with the guidance and procedures of the Local Safeguarding Children Board. She does not make Ofsted's contact details available to parents, so that they have the information they need should they wish to make a formal complaint. The childminder does not review her practice to identify weaknesses. She does not seek the views of parents or share information to ensure that children's needs are met. She does not demonstrate any commitment to her own professional development to keep her skills and knowledge up to date. The childminder has not taken action to address weaknesses identified at previous inspections. As a result, the quality of care and learning for children is not improving.

Quality of teaching, learning and assessment is inadequate

The childminder does not work in partnership with parents and/or carers to share information about children's learning and development. As a result, she does not have an accurate understanding of what children can already do, or what parents are working on at home. The childminder does not provide parents with a copy of the required progress check for children aged between two and three years. The childminder's observations and assessments of children's progress are not accurate. This means she does not know what they can already do or what they need to learn next. She does not identify all of the gaps in their learning. When she does identify gaps, she does not take suitable action to address these, such as seeking support from other professionals. The childminder does not plan effectively to target children's learning needs. Activities are mundane and offer little challenge to help children to progress on to the next stage in their learning. As a result, children lack stimulation. They move from one resource to the next, showing little interest or enthusiasm. As a result, they do not make sufficient progress. Nevertheless, the childminder talks to children as they play. She names objects for them and encourages them to repeat words.

Personal development, behaviour and welfare are inadequate

Significant weaknesses in safeguarding practice mean that children are not kept safe. The childminder manages children's behaviour suitably. She reinforces rules to support children's understanding of acceptable behaviour. The childminder provides opportunities for children to play outdoors in the fresh air. She takes children to playgroups and soft-play areas, where they meet other children and begin to build relationships in a wider social group.

Outcomes for children are inadequate

Due to considerable weaknesses in planning and assessment, children do not make adequate progress. Gaps in children's learning and development are not closing quickly enough. This means children lack the skills they need for their future learning in school. Nevertheless, children begin to develop some early mathematical skills. They begin to recognise colours, count to 10 and begin to make comparisons in size.

Setting details

Unique reference number	320664
Local authority	Leeds
Inspection number	1121019
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	8 July 2016
Telephone number	

The childminder registered in 2000 and lives in Beeston, Leeds. She operates all year round, from 7am to 6pm, 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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