

Childminder report

Inspection date	26 June 2019
Previous inspection date	29 October 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not Met (with actions)	
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 has not extended her knowledge of different teaching strategies sufficiently, for teaching to be consistently good. Inconsistencies in teaching do not support children well enough to close any gaps in learning quickly.
- Children's communication and language are not promoted well enough by the provider. Strategies used to develop children's speech and their understanding of the sounds different letters represent are not effective currently to ensure all children's speech is developing well.
- The childminder does not consistently give children enough time to think and respond after being asked a question.

It has the following strengths

- Children behave very well in the setting. The childminder uses lots of praise to reinforce good behaviour. As a result, children behave well and cooperate with requests from the childminder.
- The childminder completes accurate assessments of children's learning. She understands how to observe and assess children's development, and to use this information to plan activities linked to children's interests to support their learning.
- The progress check for children aged two years is now completed appropriately and identifies any areas children need to be supported with to promote their development.

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 professional development to raise knowledge and understanding of different teaching strategies	31/07/2019
improve teaching to support children's communication and language so that any gaps in learning close more rapidly.	31/07/2019

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

- give children more time to think and respond to questions asked.

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. He looked at relevant documentation, policies and procedures.

Inspector
Duncan Gill

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder does not place enough focus on professional development. Consequently, teaching is not yet at a good enough standard to promote all aspects of children's development and help them close any gaps in their learning quickly. However, the childminder has made some improvements to her knowledge. For example, she has attended training, such as safeguarding which has had a positive impact on the safety and welfare of the children. She knows the signs and symptoms of abuse to look for and understands the correct procedures for reporting any concerns. The arrangements for safeguarding are effective. The childminder risk assesses her home well and ensures that all areas are safe and suitable for children. She provides parents with appropriate information on their child's day, such as activities they have enjoyed. She understands the need to work in partnership with other settings that children may attend, in order to promote consistency in learning.

Quality of teaching, learning and assessment requires improvement

The childminder's understanding of good teaching is not yet secure enough. The childminder does not provide effective teaching to develop children's speech. She is not consistent enough in modelling the sounds of different letters to children. She does not provide a strong curriculum for communication and language to help children learn to say these sounds clearly. The childminder does question children to assess their understanding. However, she does not consistently give them time to process the question and think of the answer before moving on. The childminder understands children's interests and uses these to provide an appropriate range of activities which cover all areas of learning. She uses assessments to identify any gaps in children's learning and to monitor their progress. She encourages children to practise their counting skills in everyday play and models counting to support their learning.

Personal development, behaviour and welfare require improvement

Children are settled and happy in the childminder's care. The childminder gathers appropriate information from parents, when children first start, to enable her to meet their individual needs and routines. Children enjoy choosing their own activities, such as playing with the role-play kitchen. They enjoy talking to the childminder and involving her in their play, pretending to make cups of tea and cake. Children learn how to practise good routines of personal hygiene and can demonstrate how they wash their hands thoroughly after going to the toilet. They have suitable opportunities to be active and access fresh air, such as going to the park, to promote their health.

Outcomes for children require improvement

Children are making steady progress in their development, from their starting points. Any gaps in their development are closing but not quickly enough to prepare them well for their next stage in learning. Children are beginning to count in everyday activities and they can recognise some colours. They are developing their imaginations well and are beginning to introduce story lines into their play.

Setting details

Unique reference number	320664
Local authority	Leeds
Inspection number	10113987
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	29 October 2018

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

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

