

Childminder report

Inspection date	8 March 2019
Previous inspection date	13 September 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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 fully promote a two-way flow of information with parents to find out what children are learning at home and to involve parents in identifying next steps for their children. The childminder does not share information with other settings children attend to promote continuity in their learning.
- The childminder does not use what she knows about children's interests, age and stage of development successfully to consistently target planning to their individual needs. Not all children benefit from positive interactions during their play to support their learning.

It has the following strengths

- The childminder has undertaken some professional development opportunities to develop her knowledge and skills. She seeks support from the local authority to review her provision and links with other childminders to share ideas for good practice.
- The childminder provides resources that reflect children's interests. These are accessible, which means children make choices about their play. For example, children enjoy pretending to make a cup of tea and preparing a meal.
- The childminder teaches children to be polite and use good manners. Children mix with children from a diverse social group, which helps them to begin to understand each other's differences.
- Parents are positive about the service the childminder provides. They comment that she is helpful and flexible.

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
work in partnership with parents more effectively to involve them in assessing their children's progress and to find out what children are learning at home	07/04/2019
ensure that every child's learning and care are tailored to meet their individual needs, taking into account their interests, age and stage of development, so that they are engaged well, stimulated and motivated to learn more	07/04/2019
plan each area of learning and development so that children enjoy planned, purposeful play that is delivered through an effective mix of adult-led and child-initiated activity and is supported through warm, positive interactions.	07/04/2019

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

- work in partnership with other settings children attend to consistently share information about children's learning and development and promote continuity for children.

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 took account of the views of parents through written feedback provided.

Inspector

Nicola Dickinson

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder does not successfully involve all parents in assessing their children's progress and identifying next steps in their children's learning. Although she shares her observations with parents, she does not find out what children are learning at home. The childminder does not share information with other settings children attend consistently to promote continuity in their learning. The childminder finds out about children's care routines at home. She works with parents to help children settle in her care. Safeguarding is effective. The childminder demonstrates a secure knowledge of the signs and symptoms of abuse and the procedures to follow if she has concerns. She has a suitable knowledge of events or changes that must be notified to Ofsted. The childminder conducts appropriate risk assessments to minimise hazards to children.

Quality of teaching, learning and assessment requires improvement

The childminder uses her observations to gather information about children's interests, age and stage of development. However, she does not consistently use it well to tailor learning to their individual needs. In addition, children do not always benefit from positive interactions during their play to support their learning and development. As a result, their play sometimes lacks focus and they move from one resource to another with little interest. Nevertheless, the childminder shares her observations, and photographs of activities children enjoy, with parents, which means they can continue activities at home. She pronounces single words clearly and encourages children to repeat them. This helps to support their developing communication skills. She introduces new words, such as 'squishy' and 'squashy' to extend the vocabulary of more-able children.

Personal development, behaviour and welfare require improvement

Weaknesses in teaching mean that the childminder does not engage all children well and stimulate them to become keen learners. Nevertheless, older children are confident. They seek help from the childminder when needed. They initiate play with their friends. The childminder manages behaviour well. She reinforces expectations and rules. Children attend groups where they have opportunities to play with other children and start building relationships in a wider social group. The childminder provides opportunities for children to play outside.

Outcomes for children require improvement

Children make steady progress given their starting points. They are developing some of the skills they need for their future learning in school. They begin to understand why personal hygiene is important. Children begin to count and identify numbers. They independently access a range of books. Older children begin to recognise familiar words and letters.

Setting details

Unique reference number	501893
Local authority	Leeds
Inspection number	10078895
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	13 September 2018

The childminder registered in 2001 and lives in the Rodley area of Leeds. She operates all year round, from 7am to 6pm from Monday to Friday, except for bank holidays and family holidays.

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