

Childminder report

Inspection date	13 September 2018
Previous inspection date	18 November 2014

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Good	4 2
Effectiveness of 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

The provision is inadequate

- The childminder demonstrates a poor capacity to maintain improvement. She has not successfully addressed the recommendations from her last inspection and has further breached several legal requirements, which have been raised as actions at previous inspections.
- The childminder does not have a secure enough knowledge of information to be notified to Ofsted.
- The childminder does not engage in professional development opportunities to improve her knowledge and skills, to enable her to improve the quality of her provision and help to develop children's learning to a higher level.
- The quality of teaching is poor. The childminder does not take account of children's differing skills and abilities during free play or adult-led activities.
- The childminder does not effectively assess children's development to plan for the next steps in their learning. This significantly limits the progress children make from their starting points.
- Partnerships with parents do not promote a shared approach to children's learning.
- The childminder does not implement effective arrangements to evaluate her provision and identify areas that require improvement.

It has the following strengths

- Children develop close relationships with the childminder and show they are settled in her care. They move around the living room freely and access the resources available independently.
- Children have a suitable understanding of the expectations for behaviour. For example, they learn to tidy some toys away before getting more out.

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
gain knowledge of the information that needs to be notified to Ofsted	20/09/2018
undertake professional development opportunities that improve knowledge and skills to drive forward the overall quality of the provision and the quality of teaching	27/09/2018
ensure assessments of children's learning and development are consistent and precise from the outset, to obtain an accurate understanding of each child's level of achievement, interests and learning styles, and use the information to plan and shape learning experiences that are tailored to meet the individual needs of each child	27/09/2018
improve partnerships with parents so that they are effectively involved in and informed about their child's learning and development.	27/09/2018

Inspection activities

- The inspector observed the quality of teaching during activities in the living room and the kitchen 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.

Inspector
Lindsay Dobson

Inspection findings

Effectiveness of leadership and management is inadequate

The arrangements for safeguarding are not effective. The childminder has failed to notify Ofsted of a relevant change to her setting because one of her own children is now over 16 years of age. The childminder is unaware of weaknesses in her practice, knowledge and skills. She does not seek to improve her own professional development, which has been raised as a weakness at previous inspections. The childminder is unable to maintain any previous improvements made to her provision and she does not reflect on the quality of her own teaching to help raise outcomes for children. This has a significant impact on children's welfare and the quality of their care and learning. The childminder knows how to recognise some of the signs of child abuse and record and report any child protection concerns, and she is aware of some wider safeguarding issues.

Quality of teaching, learning and assessment is inadequate

Observations and assessments of children are weak, and the childminder does not assess children's achievements. This means she does not have sufficient information to identify children's next steps in learning accurately, and planning is not precise or matched to children's abilities. For example, children enjoy a gluing and sticking activity, but it has no purposeful learning and the childminder does not take into account children's differing skills and learning styles. Therefore, children are not supported to make good progress. Partnerships with parents are not effective. There are no clear systems to promote a complementary approach to children's learning, which has a negative impact on the progress children make. The childminder sits alongside children as they play; for example, when they play with the hand puppets. However, she does not effectively engage with them to extend their learning. For example, the childminder's questioning techniques are weak and predominantly require one-word answers. This does not support children to think for themselves and develop and share their own ideas.

Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management place children's safety at risk and have a significant impact on the judgement for children's welfare. Nonetheless, children appear happy and settled and have formed appropriate bonds with the childminder. They are relaxed in her care. The childminder helps children to understand the rules and boundaries in her setting. Children follow suitable hygiene practices in their daily routines. Children have daily opportunities to be physically active and play outside in the fresh air. The childminder takes children on outings and to childcare groups where they gain some social skills and an awareness of others.

Outcomes for children are inadequate

Children are not fully prepared for their future learning, including the move on to school. The childminder does not have an accurate enough understanding of their stage of development and does not effectively monitor their progress. She does not identify gaps in their learning in a timely way, or provide specific targets for each child to support them to make good progress. However, children do experience some opportunities to develop their independence. For example, they make some choices about their play and

select resources for themselves.

Setting details

Unique reference number	501893
Local authority	Leeds
Inspection number	10059446
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	18 November 2014

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. The childminder holds a recognised childcare qualification at level 3.

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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