

Childminder Report

Inspection date

16 March 2016

Previous inspection date

14 April 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of the 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 provision requires improvement. It is not yet good because:

- The childminder does not have a sound understanding of how good quality teaching promotes children's learning. She does not always engage well with children. Consequently, their play is not supported by positive interactions that meet their emerging needs and guide their development.
- The childminder does not use her assessments of children's development to plan purposeful learning experiences. This means that children do not experience tailored activities that help them to make the best possible progress in all areas of learning.
- The childminder's self-reflection process is not robust enough to identify all weaknesses in her practice.

It has the following strengths

- The childminder completes accurate assessments of children's skills. She shares information with parents and other providers. This helps them to have a good understanding of children's skills and abilities.
- Children develop their understanding of early technology. They know how to operate simple equipment and programmable toys.
- Children have formed positive relationships with the childminder and demonstrate they feel secure in her care. Children enjoy each other's company and are settled as they play.
- The childminder understands that some children need additional emotional support during changes in their lives. She works with parents to support a smooth move into her care and on to school.

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 understanding of why good quality teaching is important and how it supports children's learning and development	16/04/2016
■ use assessments of children's individual needs, interests and stage of development to plan purposeful and enjoyable experiences for each child in all of the areas of learning	16/04/2016
■ engage more with children during their play and support their learning through positive interactions.	16/04/2016

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

- improve self-evaluation and develop a more accurate overview of the quality of the provision.

Inspection activities

- The inspector observed activities in the childminder's home, both inside and in the garden.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector discussed with the childminder how she evaluates her practice.
- The inspector spoke to a parent and took account of the views of other parents recorded in the childminder's review of her practice.
- The inspector looked at children's records, discussed planning and looked at a range of other documentation, including policies and procedures.

Inspector

Nicola Dickinson

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder is qualified and has attended a wide range of training to improve her knowledge and skills. However, she does not use the information acquired through training well enough to provide the best possible learning opportunities for children. The childminder does not effectively use self-evaluation to identify key weaknesses in her understanding and practice. As a result, she has not maintained the previously high standard of provision. Safeguarding is effective. The childminder has a thorough understanding of current child protection issues and can identify the signs and symptoms of abuse. She knows how to report concerns, in order to protect children. This helps her to provide a safe and secure environment for children. Parental feedback is positive. They comment that children are happy in her care and look forward to spending time with her. The childminder has developed partnerships with other providers. This helps to provide some continuity in children's learning.

Quality of teaching, learning and assessment requires improvement

The childminder has a suitable understanding of her responsibilities for monitoring children's progress. The assessments she completes of their development are accurate and she identifies next steps in their learning. However, she does not use the information she gathers effectively to plan educational programmes that help children make good progress in their development. Children initiate play and are confident to ask for resources. As a consequence, they are learning basic skills in preparation for starting school. For example, they begin to develop early writing skills as they use pens and stencils to draw pictures. Children develop storylines during imaginative play with baby dolls and small-world toys. The childminder occasionally interacts with them, however, she does not engage with them well enough to help them continually build on their knowledge and skills.

Personal development, behaviour and welfare require improvement

Weaknesses in teaching and planning mean that children are not making consistently good progress in their personal development. However, children frequently attend playgroups and soft-play areas, where they meet with a larger group of children. This helps them to become more confident and develop their social skills. The childminder encourages them to use good manners. Children's behaviour is managed appropriately. They have regular opportunities to go outside and be active in the fresh air. They ride wheeled toys and splash in puddles. The childminder makes sure they are supervised and kept safe. She encourages children to follow good hygiene routines and supports them to make healthy choices about the food they eat.

Outcomes for children require improvement

Gaps in children's learning are not narrowing quickly enough. Nevertheless, they begin to understand simple rules, resolve their differences amicably and respect the views of others. Children initiate their own play and are developing some of the skills they will need for their future education.

Setting details

Unique reference number	EY101258
Local authority	Kirklees
Inspection number	848116
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	14 April 2009
Telephone number	

The childminder registered in 2001 and lives in the Thornhill area of Dewsbury. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant 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.

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.gov.uk/government/organisations/ofsted. 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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, 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 website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

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

© Crown copyright 2015

