

Childminder Report

Inspection date

28 September 2017

Previous inspection date

27 June 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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 use assessments to support an accurate understanding of individual children's level of achievement. She cannot always identify exactly what children need to learn next to help them make the best possible progress.
- Children are not always challenged by the activities the childminder provides. She does not make the best use of what she knows about children's needs to carefully plan activities and successfully extend their learning.
- The childminder has not thoroughly evaluated the quality of her practice to identify the specific aspects of teaching that need to be improved.

It has the following strengths

- Children are happy in the childminder's care. They form secure attachments to her and seek comfort from her when they are tired or upset.
- The childminder gets involved in the children's play and they enjoy role play with dolls. The childminder knows children and their families well and uses this in their play. She listens to children's ideas and makes suggestions about what they can do next.
- Children are learning to share and younger children are beginning to take turns. They respond to some simple boundaries, help tidy away the toys and show they can be independent.
- Parents are pleased with the care the childminder provides. She creates a warm and welcoming environment and nurtures children's confidence and self-esteem.

What the setting needs to do to improve further

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

	Due Date
■ use ongoing assessment to gain an accurate understanding of each child's level of achievement, interests and learning styles	28/10/2017
■ use information about children's individual needs and stages of development to plan challenging learning experiences.	28/10/2017

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

- thoroughly evaluate practice to identify the specific areas of teaching that need to be improved.

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 took account of the views of parents, through written feedback provided.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector checked relevant documentation and discussed the safeguarding policy with the childminder.

Inspector
Alison Byers

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder has not rigorously evaluated her practice to make sure she has an effective way of planning for children's learning. She shares with parents what children have been doing with her but it is not focused enough to support high-quality teaching. However, parents and children are pleased with the quality of the care the childminder provides. Safeguarding is effective. The childminder has a clear procedure in place to identify and deal with concerns about children's welfare. She has been proactive in making sure she has the most up-to-date training and information about current safeguarding issues. The childminder shares some information with the local nursery school about children's likes and dislikes to help them get to know children. Since her last inspection, the childminder has developed the environment she uses for childminding. She has created a bright and welcoming space for children with easy access to outdoor play.

Quality of teaching, learning and assessment requires improvement

The childminder's assessments of children's development are not always accurate enough to help her identify precisely what children need to learn next. She has not carefully assessed toddlers' emotional development to help her find the best way to support them as they learn to manage their feelings and behaviour. The childminder is qualified and does use some strategies to promote children's learning as they play. She uses role play to make conversation with older children and they chat about caring for babies. The childminder provides activities for children to practise counting and learn about the letters in their names. However, sometimes they are not matched to children's stage of development or carefully planned to challenge individual children. Counting and matching games are not used effectively to extend older children who can already recognise some numerals.

Personal development, behaviour and welfare require improvement

The weaknesses in teaching mean that some activities are not stimulating enough to always motivate children. Nevertheless, they are happy and secure in the childminder's care. Children are confident and have opportunities to lead their own play. They make pretend cups of tea and retell stories as they look at their favourite books. Older children can manage their own personal needs and the childminder teaches all children about good hygiene routines. There are opportunities to learn about other cultures around the world and the childminder encourages values, such as good manners, for all children. Children respond to boundaries and get involved in tidying away.

Outcomes for children require improvement

Teaching is not sufficiently well focused to make sure every child makes enough progress in their learning. Despite this, children are developing some of the basic skills they need for school or their next stage in learning. Older children show determination as they attempt jigsaws and show control when they use pencils. Younger children begin to use some numbers and start to understand how to count objects.

Setting details

Unique reference number	EY252086
Local authority	Doncaster
Inspection number	1101914
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	6
Name of registered person	
Date of previous inspection	27 June 2014
Telephone number	

The childminder registered in 2003 and lives in Doncaster. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

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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