

Childminder report

Inspection date	23 August 2018
Previous inspection date	13 February 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- Although the childminder completes suitability checks on assistants through her own stringent recruitment processes, she has not fully implemented the correct procedure for notifying Ofsted of her most recent assistant.
- The childminder has not fully trained assistants on some aspects of her safeguarding policy and procedures.
- Occasionally, the childminder does not help children sustain their engagement to the highest level.
- The childminder does not maximise opportunities for children aged two years and under to explore, investigate and make independent choices as they lead their own play.

It has the following strengths

- Children have secure attachments to the childminder and her assistant, who are good role models. Settling-in arrangements are planned in close consultation with parents. Parents are highly informed about their children's care and learning.
- All children, including those who have special educational needs and/or disabilities, make good progress. The childminder carries out effective observation, assessment and planning for children's future learning. This is reflected in insightful and comprehensive records of learning and displayed 'Next Steps' footprints.
- Older children, in particular, are motivated and active learners. They are kind to each other, take turns and play collaboratively in a safe and secure environment.

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
ensure that the correct procedures are followed for providing Ofsted with the required information about any assistants employed on the premises, in order for Ofsted to determine their suitability	06/09/2018
improve assistants' knowledge of child protection, in order for them to understand wider safeguarding issues, such as where children may be at risk from extreme behaviours and views.	06/09/2018

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

- encourage children to consistently maintain their focus and concentration to the highest level
- provide greater opportunities for children aged two years and under to explore, investigate and make independent choices as they lead their own play.

Inspection activities

- The inspector observed activities indoors and the interactions between the childminder, her assistant and children.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and an assistant. She looked at relevant documents and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector viewed written feedback from parents, including questionnaires, pre-inspection letters and emails.

Inspector

Rachel Ayo

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. The childminder obtains references for assistants, asks them to disclose anything that could have an impact on their suitability before and during their employment, and ensures they complete a Disclosure and Barring Service check. This helps to keep children safe and protected. However, although the childminder informed Ofsted verbally of her newest assistant, and initiated relevant forms, she did not follow the correct process through to completion. Consequently, this individual has not been cleared as suitable by Ofsted. The childminder carries out an induction of new assistants and they undertake training, such as paediatric first aid. The childminder has a strong commitment to continued professional development. Assistants can identify possible signs of general abuse or neglect and clearly understand reporting procedures. Their knowledge of extreme behaviours and views that put children at risk, however, is less secure. The childminder reflects on practice with her assistants, sharing ideas about how they can improve this. Parents actively share their views through questionnaires.

Quality of teaching, learning and assessment is good

The childminder's qualification, performance management of her assistants and further training have a positive impact on practice. For example, following on from training, the childminder is introducing video peer observations to further evaluate and enhance the quality of teaching. The childminder and her assistant use good questioning to build on children's learning and help them to develop new skills. Children take part in a wide range of interesting outings that complement their all-round learning extremely well. Home visits are just one of the many highly effective ways the childminder discusses and involves parents in children's progress. She meticulously follows children's individual support plans and care plans, fully ensuring inclusion for all children.

Personal development, behaviour and welfare require improvement

The weaknesses in leadership and management with regards to the suitability of assistants and their knowledge of certain child protection issues have some impact on children's welfare. The childminder does, however, promote this well in other ways. She gathers essential information from parents to meet children's individual needs on entry and thereafter, helping to support children's emotional well-being. Daily diaries and newsletters, for example, provide effective ongoing communication with parents. There is close partnership working with others to support children as they move between settings or leave for school. Children have a healthy diet, which includes a homemade tea, and they help to create healthy snacks, such as fruit kebabs. This contributes to their physical well-being.

Outcomes for children are good

Children enjoy their time at the setting and develop skills that prepare them for school. Younger children develop good early communication skills and enjoy stories and songs. They enjoy learning how things work while operating simple mechanisms on toys. Older children show good levels of interest and focus while creating a colourful caterpillar collage. They behave well, play very amicably, share resources and form strong early friendships.

Setting details

Unique reference number	EY254865
Local authority	Calderdale
Inspection number	10059492
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	12
Number of children on roll	24
Date of previous inspection	13 February 2014

The childminder registered in 2003. She lives in the Rishworth area of Sowerby Bridge on the outskirts of Halifax, West Yorkshire. The childminder has three assistants; she works with up to two of them at any one time. The childminder operates Monday to Friday, all year round, except for bank holidays and family holidays. Sessions are from 7.30am until 6pm. The childminder provides funded early education for three- and four-year-old children. She holds a 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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Piccadilly Gate
Store Street
Manchester
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