

Childminder Report

Inspection date

25 October 2016

Previous inspection date

25 June 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
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 assess children's progress accurately enough across the areas of learning. This means she does not have a clear picture of each child's stage of development to plan precisely for their next steps. Furthermore, the information that she shares with parents is not accurate.
- The childminder does not fully reflect on the different ways children learn. This means that her teaching, including the planning of activities, does not promote children's learning well enough.
- The presentation of the environment does not always support children's focus, concentration and sense of responsibility.
- Evaluation of the practice is not yet effective enough.

It has the following strengths

- Children develop secure attachments with adults.
- Reception-aged children are sociable and play well together.
- Healthy practices contribute successfully to children's physical well-being.
- Strong links are established with Reception class teachers and health professionals to support children who have special educational needs.
- The childminder sensitively supports younger children's awareness of behavioural boundaries.

What the setting needs to do to improve further

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

	Due Date
■ ensure that assessments of children's learning are rigorous and use information more effectively to identify and plan for any gaps in their learning and accurately inform and involve parents	09/11/2016
■ develop knowledge and understanding of the different ways children learn to improve the quality of teaching, including the planning of activities.	09/11/2016

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

- enhance children's ability to focus, concentrate and develop a sense of responsibility
- develop self-evaluation, in order to precisely target key weaknesses and areas for improvement that will raise the quality of the provision to a good standard.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector spoke to the childminder, her co-childminder and children at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation, children's records of learning, planning, feedback from parents and evidence of the suitability of those living on the premises.

Inspector

Rachel Ayo

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The childminder has a suitable knowledge of child protection issues. The security of the premises, both indoors and outdoors, is well considered. Hazards are identified and minimised appropriately and children are closely supervised as they move freely between indoors and outdoors. The childminder holds a relevant qualification, although this is not yet used to full effect to ensure good quality provision. There is some suitable evaluation of practice. For example, the childminder links with her local authority and other childminders and attends some additional training, for example, relating to new safeguarding legislation. However, areas for improvement in relation to teaching and learning are not successfully identified.

Quality of teaching, learning and assessment requires improvement

Children make some progress in their learning but this is not yet good. The childminder does not always check what children know and can do closely enough, in order to ensure precise planning for their next steps in learning. This also has an impact on her ability to accurately share children's progress with parents and explain how they can support learning at home. The childminder communicates with children's Reception teacher, complementing learning at school. Younger children show suitable levels of interest as they build a tower of bricks or explore the texture of sand. However, planned activities and the childminder's interaction does not build on or extend their learning well enough. This is due to a lack of understanding of the different ways that children learn. Reception-aged children delight in exploring their creative ideas using collage materials.

Personal development, behaviour and welfare require improvement

The childminder exchanges appropriate information with parents to help children settle in and ensure their emotional well-being. Children's care needs continue to be met through a daily exchange of information. This is complemented, for example, with newsletters. However, information sharing with parents about children's learning is less successful. Transitions are supported well as children move between settings. Children are familiar with care routines, readily washing their hands before eating. They make choices and receive praise and encouragement, helping them to feel valued. Reception-aged children engage well in activities. However, areas are sometimes left untidy and children are not encouraged to tidy up. This means that the play space is not always visually calm and orderly to optimise children's learning.

Outcomes for children require improvement

Children do not yet make the best possible progress because of the weaknesses in the assessment arrangements and aspects of teaching. Nevertheless, they enjoy their time with the childminder and are developing some skills that prepare them for moving on to nursery and, ultimately, school. For example, they are learning to play alongside others, share and take turns. Children take part in activities that help them learn to value and appreciate difference.

Setting details

Unique reference number	EY256902
Local authority	Bradford
Inspection number	1043986
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	21
Name of registered person	
Date of previous inspection	25 June 2014
Telephone number	

The childminder was registered in 2003 and lives in the Eccleshill area of Bradford. She works with a co-childminder. Both childminders have joint responsibility for the childminding practice. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She supports children who have special educational needs.

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