

Childminder Report

Inspection date	1 October 2015
Previous inspection date	2 October 2009

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 fully understand the action to follow if an allegation of abuse is made against herself or anyone else in the household.
- Systems for self-evaluation are not focused precisely enough to improve the quality of the provision. In addition, the childminder does not evaluate the impact of teaching during some planned activities.
- The childminder has not explored ways to consistently involve all parents in their child's learning.

It has the following strengths

- Children behave well and enjoy each other's company. The childminder promotes positive behaviour through praise and encouragement and verbal prompts.
- Children enjoy healthy snacks and meals, and anticipate food routines with interest. They learn to be independent as they feed themselves.
- Children are confident, happy and motivated learners because the childminder provides effective support for their physical and emotional well-being.
- The childminder promotes children's communication and language development well. This motivates them to develop and extend their vocabulary.
- The childminder provides children with a range of resources to experiment with creatively. Children use a variety of materials, tools and techniques as they explore what happens when they mix colours and combine different media to create new effects.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ increase knowledge of safeguarding in order to know what to do if an allegation of abuse is made against anyone in the household.	29/10/2015
■ evaluate all learning opportunities to check that they consistently provide challenging and stimulating experiences that keep all children motivated, engaged and able to make choices and decisions.	29/10/2015

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

- improve the system for self-evaluation, in order to identify weaknesses and ensure there is a clear and successful improvement plan that develops the quality of teaching and supports children's achievements
- strengthen the system of sharing children's progress with parents so that they are fully involved in their children's learning and development.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the childminder's interaction with the children and spoke to her throughout the inspection.
- The inspector carried out an observation of a planned activity and discussed the outcome with the childminder.
- The inspector checked evidence of the childminder's qualifications and training certificates, including evidence of her suitability and the suitability of all people living on the premises.
- The inspector looked at the childminder's planning documentation, children's learning and development files and their assessment records.
- The inspector looked at the childminder's self-evaluation form and took account of the views of parents through their written feedback. She also looked at a selection of risk assessments and policy documents, including the safeguarding policy and procedures.

Inspector

Amanda Forrest

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The childminder has attended safeguarding training and knows how to recognise and respond to the signs and symptoms of abuse. The childminder demonstrates a satisfactory knowledge of what to do if she suspects a child is at risk of harm. However, she does not fully understand the procedure to follow if an allegation of abuse is made against her or anyone else in the household. This has a minimal impact on children's safety. Risk assessments and daily checks of the premises are carried out to ensure the environment remains safe for children. The childminder identifies the importance of ongoing training and has completed mandatory training, such as first aid. However, the systems she has in place for self-evaluation are not focused precisely enough to improve the quality of the provision.

Quality of teaching, learning and assessment requires improvement

The childminder contributes to promoting children's communication and language skills well. She ensures that her interactions with children are pitched at their level. From the beginning, the childminder creates an accurate starting point for each child by carefully observing them as they play in their first sessions. In addition, she talks to the parents to ascertain what children can already do at home. However, she has not yet explored ways in which all parents can be fully involved with their child's ongoing learning. This means that her planning and assessments do not always account for children's wider experiences. The childminder plans activities which are tailored to the individual interests of the children, which helps them to make progress. However, she has yet evaluated or reshaped the planned activities she provides to improve and challenge children's learning to the highest level.

Personal development, behaviour and welfare require improvement

The childminder has effective procedures to settle children into her care and obtains thorough information from parents about children's individual needs and routines. She uses this information well to establish care practices which children are familiar with and to help them quickly develop confidence and feel secure. Children's safety is managed effectively, although the childminder is careful to ensure that children also have opportunities to learn to take well-managed risks in order to test their physical skills. Children learn good manners and the childminder encourages them to learn to take turns from the earliest opportunity. She praises children's efforts and achievements, which builds their self-esteem and motivates them to want to succeed. The childminder demonstrates effective practice when encouraging children to make their needs known, which helps them to become independent learners.

Outcomes for children require improvement

Children make suitable progress in their learning and development. They learn appropriate hygiene routines to support their development of self-care skills. Children quickly gain the confidence needed to try new experiences and develop the key skills needed for the next stage in their learning, such as starting school.

Setting details

Unique reference number	EY281288
Local authority	Leeds
Inspection number	856226
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	2 October 2009
Telephone number	

The childminder was registered in 2004 and lives in Rawdon, Leeds. She operates all year round from 8am to 6.30pm, Monday to Friday, except family holidays and bank holidays.

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