

Childminder Report

Inspection date

15 April 2016

Previous inspection date

14 April 2010

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's plans for professional development do not focus enough on improving the quality of teaching.
- The childminder does not use her assessments of children's development to plan purposeful learning experiences. This means that children do not benefit from targeted educational programmes that help them to make the best possible progress in all areas of learning.
- The childminder does not always provide enough support for children during their play, and resources are not always available to enhance their experiences. As a result, some children are not well engaged and stimulated to learn.
- Children's attempts at spoken language are not always fully supported. As a result, not all children are developing the good communication and language skills they need for their future learning.

It has the following strengths

- The childminder promotes children's early reading effectively. She shares favourite books with them and helps them to make connections between stories and their own first-hand experiences.
- The childminder implements good hygiene routines. Children develop their understanding of personal care routines from an early age. Their independence in self-care is promoted in readiness for the eventual move to school.
- Children have caring relationships with the childminder. They meet up with another childminder and their children. This gives them the opportunity to develop friendships.

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 the observations of children's development to devise educational programmes that take into account children's interests and skills, so that each area of learning is promoted through purposeful play that challenges children and stimulates them to learn	14/05/2016
■ ensure appropriate resources are available to support children's play and that each child's emerging needs and interests are promoted through positive interactions	14/05/2016
■ promote children's communication and language development effectively, and help them to develop their confidence in expressing themselves and have the skills they need for their future learning, including school.	14/05/2016

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

- make sure that professional development opportunities focus on improving the quality of teaching so that children benefit from high-quality learning experiences.

Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector took account of the views of parents from 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 completes assessments of children's progress and shares them with parents. She has a secure understanding of their skills and interests. However, she does not use the information to plan effectively for their learning. As a result, the experiences provided do not consistently meet different children's needs or aspirations. The childminder reviews her practice and has identified some areas for improvement. However, professional development does not sufficiently focus on improving the quality of teaching and outcomes for children. She seeks the views of parents and their comments about her service are positive. Safeguarding is effective. The childminder has a good understanding of current child protection matters.

Quality of teaching, learning and assessment requires improvement

Children's play is not consistently supported by good interactions with the childminder. She does not consider how to make the best use of resources to capture children's interest and enhance their play. As a result, they lack concentration and sometimes move between resources with little interest. The childminder talks to children during their play. She pronounces words correctly for them and encourages them to listen to different sounds. However, she does not take every opportunity to promote children's speaking skills. Children develop their own storylines during imaginative play with baby dolls and small-world toys.

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, they settle well and demonstrate secure relationships with the childminder and each other. The childminder encourages children to make healthy choices about the food they eat. They enjoy outdoor play and the childminder helps them to take some managed risks during their play. For example, they learn to use large play equipment in the local park safely.

Outcomes for children require improvement

Children are not making good enough progress from their starting points because activities do not consistently target individual needs or challenge them to learn more. However, they are supported to build friendships with other children. They learn to share, use good manners and respect each other. Children learn about their community during trips. They learn about diversity in the wider world through stories and a range of cultural celebrations. Children begin to understand early mathematics. They count during their play and recognise colours and simple shapes. Children develop early literacy skills as they start to recognise letters that are familiar to them. This means they are developing some of the skills they need for their future learning.

Setting details

Unique reference number	EY338007
Local authority	Kirklees
Inspection number	849240
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	14 April 2010
Telephone number	

The childminder registered in 2006 and lives in Mirfield. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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