

Childminder Report

Inspection date

12 August 2015

Previous inspection date

7 February 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

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

- Assessments of older children's learning and development are not yet thorough enough to ensure that all aspects of learning are planned for. Older children's next steps in learning are not routinely identified, to ensure that they make good progress.
- The childminder does not understand the requirement to complete a written summary of children's progress between the age of two and three years. Therefore, not enough information is provided to determine whether children are working within their expected range of development for their age.
- The childminder does not keep an accurate daily record of the names of children being cared for and their hours of attendance.
- Self-evaluation of practice is not sufficiently focused, to ensure that areas of the provision requiring improvement are identified.

It has the following strengths

- Children's personal, social and emotional development is promoted well. They learn how to make friends, manage their behaviour and show confidence in their play.
- Children have lots of opportunities to play in the garden and enjoy daily fresh air. They use their senses to explore the natural world.
- The childminder has a suitable understanding of child protection procedures, to help keep children safe from harm.

What the setting needs to do to improve further

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

- improve the procedure to assess older children's next steps in their learning and use this information to plan challenging and enjoyable experiences across all areas of learning, in order to help them make good progress
- improve understanding of the requirement to review children's progress when they are between the age of two and three years and provide parents with a short written summary, highlighting children's achievements and any areas where their development is less than expected
- keep a daily record of the names of the children being cared for on the premises and their hours of attendance.

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

- improve the self-evaluation of practice in order to ensure that areas of the provision requiring improvement are identified and promptly addressed.

To meet the requirements of the Childcare Register the provider must:

- keep records of the following and retain them for a period of two years; a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep records of the following and retain them for a period of two years; a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed activities in the main playroom and outside.
- The inspector conducted a joint observation with the childminder.
- The inspector asked the childminder questions about her practice at appropriate times throughout the inspection.
- The inspector looked at children's assessment records.
- The inspector checked evidence of suitability of all household members and the childminder's qualifications. She also looked at the childminder's self-evaluation form.
- The inspector took account of parents' written views on the quality of the provision.

Inspector

Jane Tucker

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The childminder demonstrates appropriate teaching skills. She plays alongside children, offering support and encouragement. Children show a positive approach to learning. They have the basic skills they will need for their move on to school. The childminder reads books to children and they learn about the life cycle of a caterpillar. The childminder pauses as she reads and children fill in missing words from the sentence. Children count the fruit in the book. They point to the apple, showing how they can listen and respond to questions and instructions. Children describe their marks on paper as the letter 't'. They notice circles in their play as they push the end of their rolling pin into their dough. Parents are welcomed into the provision and are encouraged to provide information about what their children can already do. The childminder uses this information, together with her own observations, to enhance all children's social, language and physical development. However, older children's abilities and individual learning needs on entry are not assessed across all areas of learning. Older children's next steps are not routinely identified and planned for, to ensure they make good progress.

The contribution of the early years provision to the well-being of children requires improvement

Children's safety is not fully supported because the childminder does not keep accurate records of children's hours of attendance. Children play well together and their behaviour is good. The childminder provides a warm and nurturing environment in which children can relax and feel at home. Children have formed secure emotional relationships with the childminder. They enjoy sitting on her knee for stories. Children enjoy healthy food choices and snacks of fresh fruit. They learn good hygiene practices, washing their hands before food, baking activities and after going to the toilet. Children make dens in the trees and throw balls into baskets. They use magnifying glasses to look at plants, newly hatched caterpillars and snails. Children touch fresh herbs and smell their fingers. They learn how food is grown and where it comes from. Children pick fruit from the vines and trees.

The effectiveness of the leadership and management of the early years provision requires improvement

The childminder does not understand and implement some requirements of the Early Years Foundation Stage. She does not keep an accurate daily record of the names of children being cared for and their hours of attendance. Assessments of all children's learning are not thorough enough to recognise and plan for their next steps across all areas of learning. Children's progress or emerging needs are not routinely identified as the childminder is unaware of the requirement to complete a progress check for children aged between two and three years of age. The childminder is qualified and has undertaken training to ensure that she has the skills needed to care for children appropriately. Self-evaluation is weak and does not ensure that areas of the provision requiring improvement are identified. The childminder works with other professionals to protect children's welfare.

Setting details

Unique reference number	EY356970
Local authority	Doncaster
Inspection number	873543
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	7 February 2011
Telephone number	

The childminder was registered in 2007 and lives in Cantley, Doncaster. She operates all year round from 6am to 10pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

