

Childminder Report

Inspection date

28 June 2018

Previous inspection date

26 February 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The childminder does not assess children's progress effectively to plan for the next steps in their learning.
- The childminder does not consistently carry out the progress check for all children aged between two and three years.
- The childminder does not gain information from parents about their child's prior learning when they first start. She does not provide parents with regular information about the progress their children are making.
- Partnerships with parents are not strong enough. The childminder does not maintain regular two-way communication with them. She has not developed effective arrangements to work in partnership with other settings that children attend.
- The childminder does not review her provision to help identify and address weaknesses in her knowledge and teaching skills, and promote continuous improvements.

It has the following strengths

- The childminder provides a welcoming environment. Children are happy and settled in her home. They have a clear sense of belonging.
- Children enjoy regular and varied trips in the local community where they practise their social skills with others.

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 assessments of children's progress are accurate and determine what children know and can do, to identify and plan precisely for the next steps in their learning	28/09/2018
■ ensure that the required progress check for children between the ages of two and three years is completed and that parents receive a short written summary of their child's development	28/09/2018
■ maintain effective partnerships with parents and other settings that children attend, to share information about children's progress and development and to support continuity in their care and learning	28/09/2018
■ undertake appropriate professional development opportunities to ensure children receive good-quality learning and development experiences that help them make good progress.	28/09/2018

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

- gather more information from parents about what their child knows and can already do, and keep parents regularly informed about the progress that their children make.

Inspection activities

- The inspector spent the majority of time observing children in the garden.
- The inspector completed a joint evaluation of an activity with the childminder to assess the quality of teaching during activities and the impact this has on children's learning.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection. ?
- The inspector looked at a sample of children's records and discussed the childminder's planning. ?
- The inspector read letters from parents and took account of their views.

Inspector

Ellen McAughey

Inspection findings

Effectiveness of the leadership and management is inadequate

The childminder does not review her provision effectively or demonstrate a sufficient capacity to improve. She has not fully addressed previous weaknesses identified at the last inspection. The childminder does not make the most of professional development opportunities to keep her knowledge and teaching skills up to date. This has a significant impact on her ability to support children's learning and ensure they are ready for school. The childminder does not establish effective partnerships with other settings children attend so that each child benefits from continuity in their learning. Safeguarding is effective. The childminder has attended child protection training. She knows what procedures to follow should she be concerned about a child's welfare. The childminder helps children to learn about keeping safe. She explains the importance of applying sun cream to their skin before they play outside.

Quality of teaching, learning and assessment is inadequate

The childminder does not work with parents to identify what children know and can do when they first start in her care. This means that she does not have the information in order to tailor the environment or activities to meet children's individual learning needs. However, parents are happy with the care that their children receive. The childminder's assessments of children's progress are not robust and do not reflect their level of achievement. Children are not sufficiently challenged to ensure they are making good progress. For example, the childminder asks questions but does not give children time to answer or she answers for them. When planning activities she does not consider the age or ability of children and the activity is too advanced for young children and does not challenge older children. The childminder does not carry out the progress check for all children between the ages of two and three years or provide a written summary for parents. Furthermore, she does not share information with parents about what their child is learning or help them support their child's learning at home.

Personal development, behaviour and welfare are inadequate

Weaknesses in teaching mean that children do not benefit from a stimulating environment that offers challenge to help them become motivated learners. Nevertheless, the childminder provides a balanced range of nutritious food to contribute to their good health. She offers gentle reminders to help children learn the importance of washing their hands before meals and after attending to personal care needs. Children make independent choices about what they would like to play with.

Outcomes for children are inadequate

Children do not make the progress they are capable of because of the weaknesses in the teaching and assessment arrangements. This means that some children are not acquiring all the skills required in preparation for their next stage of learning. Despite this, children do learn some skills. They ask questions, share their thoughts and ideas, and let adults know their needs. Children play independently, choosing resources that interest them.

Setting details

Unique reference number	EY368341
Local authority	Leeds
Inspection number	1093320
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	26 February 2015
Telephone number	

The childminder registered in 2008 and lives in the Swarcliffe area of Leeds. She operates all year round from 7am to 6pm, Monday to Thursday, except for bank holidays.

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