

Childminder report

Inspection date	8 February 2019
Previous inspection date	3 November 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of 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 is a provision that requires improvement

- The childminder does not identify and minimise risk effectively enough in all areas of the setting to ensure that children are always kept safe.
- The childminder does not complete regular assessments of children's development, in order to identify precise next steps in their learning. Children do not always make the progress that they are capable of.
- The childminder does not have all of the required records available for inspection.
- The childminder does not reflect on the quality of her setting precisely enough to help her to identify areas for improvement and address these effectively.
- The childminder does not consistently promote children's good health and hygiene. For example, children do not always wash their hands or sit appropriately at mealtimes.
- The childminder does not gather detailed information about children's knowledge and skills when they first start at the setting. She does not consistently work in partnership with parents to help promote continuity of care and learning between the setting and home.
- The childminder does not have a targeted programme of professional development in place to help raise the quality of her teaching, learning and assessment.

It has the following strengths

- Children have developed close attachments to the childminder. They enjoy having conversations with her and sit close for a cuddle. This fosters their confidence and emotional well-being successfully.
- The childminder supports children to understand her expectations of good behaviour. They are encouraged to take turns and learn that 'sharing is caring'.

What the setting needs to do to improve further

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

	Due date
identify and minimise risks to children in all areas that are used for childminding, to help promote children's health and safety effectively	18/02/2019
complete regular assessments of children's learning and development to plan more precisely for children's next steps and help all children to make good progress	18/02/2019
ensure all records are easily accessible and ready for inspection.	18/02/2019

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

- improve self-evaluation to help identify and address areas for improvement more effectively
- review lunchtime and snack routines to ensure that children's health and personal hygiene are consistently promoted
- encourage parents to contribute their own information to initial assessments of children's skills and knowledge, and strengthen partnerships to help to promote greater continuity between the setting and home
- create a targeted programme for professional development to help raise the quality of teaching, learning and assessment to a good level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder and had discussions at appropriate times during the inspection.
- The inspector looked at a range of documents, such as children's individual records and assessments, training certificates and a sample of policies and procedures. The inspector discussed self-evaluation with the childminder.
- The inspector spoke to children during the inspection and took account of their views.
- The inspector took account of one parent's feedback received via social media.

Inspector
Helen Royston

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. The childminder is aware of wider safeguarding issues. She has completed courses online to update her knowledge. For example, she can identify signs of radicalisation. The childminder shows knowledge of child protection issues and understands who to contact if she has concerns. However, she has not risk assessed one area of the setting sufficiently. For example, she has not fully considered that some children could reach and open drawers in the kitchen that have sharp items inside. This poses a potential risk to children's safety. However, this does not have a significant impact on children's welfare as the childminder understands how to rectify this situation appropriately and swiftly. Furthermore, all other areas that are used for childminding are free from hazards. The childminder does not identify weaknesses in her practice effectively. For example, she does not access professional development to help improve the quality of her teaching and assessment. Not all required records were accessible during the inspection. However, the childminder does have information such as contact telephone numbers stored in her phone in case of an emergency.

Quality of teaching, learning and assessment requires improvement

Although the childminder is well qualified, she does not use her knowledge and skills fully effectively. For example, she does not gather detailed information about children's prior knowledge and skills when starting at the setting. She does not complete regular assessments to help track the progress that children are making and identify precise next steps in their learning. However, children enjoy looking at books with the childminder. She models actions and key words and the children copy her. The childminder asks questions to test their understanding of the story. She helps children to learn letters and sounds using flashcards with different pictures and words. This helps to promote children's communication and language skills effectively. The childminder supports children to follow their own interests. For example, she provides materials for older children to practise cross-stitch as they have been learning this at school.

Personal development, behaviour and welfare require improvement

The childminder does not always remind children to wash their hands or consistently ensure that children sit appropriately while eating. Despite this, she supports children who are toileting and is aware of children's individual needs, such as allergies. Children take part in activities to learn about different celebrations, such as Chinese New Year. Children enjoy dressing up as a 'dragon' and make masks and lanterns. This helps to promote their understanding of diversity and different cultures.

Outcomes for children require improvement

Weaknesses in assessment mean that children do not make the progress that they are capable of. However, children enjoy spending time in the garden and use their physical skills while building with bricks. They are imaginative and pretend to be hairdressers and talk on the phone to others. Children have opportunities to practise their counting skills. For example, they count and match pictures of socks with different patterns on. This helps children to develop some key skills in readiness for school.

Setting details

Unique reference number	EY385660
Local authority	Wakefield
Inspection number	10069856
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	3 November 2014

The childminder registered in 2009 and lives in Castleford, near Pontefract. She operates all year round, from 7am to 6pm on Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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