

Childminder Report

Inspection date

5 June 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		Good	2
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 do not display an accurate understanding of children's current level of development and skills. Consequently, the information collected is not used effectively to inform plans for their individual progress.
- The childminder does not focus her plans for improvement around the quality of teaching or her understanding of the Early Years Foundation Stage. This has resulted in breaches of the statutory requirements.
- The childminder does not consistently share information about the next steps in children's learning. As a result, parents are not fully supported to extend children's learning at home.

It has the following strengths

- The childminder is skilled in following children's lead and encourages them to take an active part in their learning. As a result, children remain interested in their experiences.
- The childminder has formed positive relationships with children and is supportive towards them. This has a positive impact on their emotional well-being and they develop confidence.
- The childminder encourages children to develop social skills and independence. This helps to provide them with the key skills they need for their eventual move to school.
- The childminder understands the safeguarding and welfare requirements. This helps to ensure that children are kept safe and protected from harm.

What the setting needs to do to improve further

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

- strengthen the quality of assessments of children's progress, so they accurately reflect the current stage of development, and use the information effectively to plan challenging experiences for children to make further progress
- develop the ways to evaluate practice, so that plans for improvement focus on children's learning and development, and increase knowledge of the statutory guidance within the Early Years Foundation Stage.

Inspection activities

- The inspector spoke to the children and childminder at appropriate times throughout the inspection.
- The inspector toured the premises used by children during the inspection and observed children's activities.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at documents, including a selection of policies, children's assessments records and checked evidence of the childminder's suitability.
- The inspector observed practice and the interactions between the childminder and children during play and care routines.
- The inspector took account of the views of parents through written feedback.

Inspector

Michelle Lorains

Inspection findings

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

Assessments of children's progress require improvement. This is because there are inaccuracies in the information gathered about children's progress and achievements. Consequently, experiences which are planned for children do not always focus on their areas for development, to provide greater challenge. However, children do make progress across the seven areas of learning because interactions between them and the childminder are good. For example, the childminder allows children time to explore the materials needed to make dough and encourages them to use their senses throughout. Children thoroughly enjoy the experience and develop their understanding of mathematical concepts as they follow the recipe and learn to measure, pour and mix ingredients. The childminder skilfully supports children to be independent learners by offering an appropriate amount of supervision, challenge and support. Consequently, children are keen, interested and enthusiastic about their learning. There are suitable partnerships in place with other settings children attend, such as schools, which promotes continuity of learning. However, parents are not always provided with information on the next steps in children's development. This does not fully support them to extend learning at home.

The contribution of the early years provision to the well-being of children is good

The childminder has effective settling-in procedures which enable her to get to know children before they start. This helps her to recognise and respond to children's care needs and routines. As a result, children are very happy, settled and confident around the childminder and in her home. The childminder teaches children about what contributes to a healthy lifestyle and ensures children are emotionally ready for the next stages in their development. For example, she talks to parents about toilet training and healthy lunches. Consequently, they work together effectively to help children develop age-appropriate self-care skills. The childminder is a good role model for children as she demonstrates appropriate behaviour and teaches them about personal safety. For example, she reminds them about the need for suncream in hot weather and the importance of good manners. As a result, children's behaviour is of a very high standard and they develop an understanding of how to keep themselves safe.

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

The childminder has robust procedures in place to help keep children safe. For example, she is confident to record and report concerns about children's welfare and has appropriate risk assessments in place to identify hazards. The childminder monitors the experiences she provides to ensure the seven areas of learning are covered. This contributes to children's progress. The childminder has maintained some of her skills to work with children, such as first aid, and has a level 3 qualification in childcare. Therefore, she has an understanding of child development and is able to deal with medical emergencies. However, the childminder does not evaluate the impact of her teaching on children's learning or consistently update her knowledge of new legislation.

Setting details

Unique reference number	EY415612
Local authority	North Yorkshire
Inspection number	851633
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	7 February 2011
Telephone number	

The childminder was registered in 2010 and lives in Ripon. She operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a level 3 qualification in childcare.

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.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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