

# Childminder report

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|--------------------------|--------------|
| <b>Inspection date</b>   | 6 June 2019  |
| Previous inspection date | 19 July 2016 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b><br>Previous inspection: | <b>Inadequate</b><br>Good | <b>4</b><br>2 |
|---------------------------------------------------------------|-------------------------------------------------|---------------------------|---------------|
| Effectiveness of leadership and management                    |                                                 | Inadequate                | 4             |
| Quality of teaching, learning and assessment                  |                                                 | Inadequate                | 4             |
| Personal development, behaviour and welfare                   |                                                 | Requires improvement      | 3             |
| Outcomes for children                                         |                                                 | Inadequate                | 4             |

## Summary of key findings for parents

### This provision is inadequate

- The childminder has failed to supply Ofsted with the required information to check the suitability of all persons aged 16 and over living or working on the premises.
- The childminder has not established efficient systems to ensure her knowledge is kept up to date. She lacks knowledge and understanding of the learning and development requirements. For example, the childminder does not fully understand how to assess children's stage of development, or plan activities that continuously support children to make good progress.
- Required records regarding information about children's progress between the ages of two and three years are not available.
- The childminder does not share accurate information about children's ongoing development with parents and other settings that children attend. This does not fully support continuity of learning.
- Self-evaluation is not sufficiently developed to clearly identify areas for development, including professional development to improve the learning opportunities for children.

### It has the following strengths

- The childminder supports children's communication and language effectively. For example, she plays alongside them and talks about what is happening, repeats words and asks a good range of questions.

## 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   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| supply the required information to Ofsted so that it is able to check the suitability of all persons aged 16 and over living or working on the premises                                                         | 04/07/2019 |
| implement a programme of professional development, to develop knowledge and understanding of the learning and development requirements and continuously improve and support children to make good progress      | 04/07/2019 |
| ensure all records are easily accessible and available for inspection, particularly records such as the written progress check for children between the ages of two and three                                   | 04/07/2019 |
| establish a two-way flow of information with parents and other settings that children attend and provide greater opportunity for them to be involved in supporting children's ongoing learning and development. | 04/07/2019 |

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

- use self-evaluation to identify and address any weaknesses in provision.

### Inspection activities

- The inspector reviewed relevant documentation, including evidence of qualifications and suitability of household members, children's learning journals and a sample of policies and procedures.
- The inspector took account of the views of parents through written feedback. She spoke to children during the inspection.
- The inspector spoke to the childminder about her practice at appropriate times during the inspection.
- The inspector viewed areas of the childminder's home used for childminding.

**Inspector**  
Kerry Holder

## Inspection findings

### Effectiveness of leadership and management is inadequate

The childminder does not have effective arrangements in place to help her identify weaknesses in practice. Consequently, she has failed to rectify areas that require significant improvement. The childminder has not prioritised her professional development to ensure she has up-to-date knowledge of the learning and development requirements. The childminder does not fully understand how to accurately assess children's learning and development, and how to plan next steps in their learning and development. This means that the childminder is not able to quickly identify any gaps in learning or seek additional support when required. She has not sustained previous knowledge gained, indicating a limited capacity to continuously improve or maintain good practice. The arrangements for safeguarding are not effective. The childminder has not passed the required information to Ofsted to ensure that suitability checks have taken place for all those over the age of 16 living on the premises. However, although this is a breach of requirements, the impact on children is minimal. This is because people who are not vetted are never left unsupervised with children. The childminder has sufficient knowledge of the different types of abuse and knows the procedure to follow should she have a concern about a child's welfare.

### Quality of teaching, learning and assessment is inadequate

The childminder observes children as they play. However, she does not take into account children's individual needs when planning activities. The childminder does not consistently assess children's progress based on an accurate knowledge of their achievements. This means that children are not supported to make the best possible progress. Although the childminder has knowledge of the requirement to complete a written progress check for children between the ages of two and three these records were not available during the inspection. In addition, systems to share information about children's ongoing learning and development with parents and other settings that children attend are not yet effective. Nevertheless, children enjoy listening to stories, which helps to develop their early literacy skills. They independently access resources, such as small pebbles, which they make towers with and count. Older children play games and learn to take turns.

### Personal development, behaviour and welfare require improvement

Safeguarding weaknesses in leadership and management mean that children's welfare is not completely assured. However, although the childminder has breached requirements children are consistently supervised by the childminder, therefore the impact is minimal. Children have regular opportunities for outside play and benefit from fresh air and physical exercise during daily routines, including trips out into the community and to local playgroups. This provides regular opportunities for children to develop their confidence and build relationships with their peers.

### Outcomes for children are inadequate

Children do not make enough progress. Activities do not offer sufficient challenge as they are not planned or closely linked to children's individual learning needs. Despite this, children enjoy positive interactions with the childminder. For example, they enjoy

exploring play dough. During this activity children learn about shapes and they count, which supports some mathematical development, in preparation for starting school.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY415612                                                                          |
| <b>Local authority</b>             | North Yorkshire                                                                   |
| <b>Inspection number</b>           | 10074585                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 1 - 8                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 12                                                                                |
| <b>Date of previous inspection</b> | 19 July 2016                                                                      |

The childminder registered in 2010 and lives in Ripon. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a level 3 qualification in childcare. She provides funded early education for two-, three- and four-year-old children.

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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