

Childminder Report



Inspection date

15 May 2015

Previous inspection date

15 January 2009

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:

- The childminder does not always model clear language for the youngest children. This does not support them to make the best possible progress in their communication development.
- The childminder does not effectively promote children's positive behaviour. As a result, there are times when boundaries are inconsistent and unclear for children.
- The childminder is qualified but has not updated and improved her skills in teaching. This has had a limiting impact on the quality of learning for the youngest children.

It has the following strengths

- The childminder effectively prepares children for their eventual move to school. Consequently, they are very confident and independent. This has a positive impact on their emotional well-being.
- The childminder teaches older children literacy and numeracy skills. As a result, children are very confident to use numbers and begin to recognise their own name in writing.
- The childminder has robust settling-in procedures, which helps her to get to know children before they start. As a result, children benefit from having their care needs fully met and have established routines.
- The childminder understands the safeguarding and welfare requirements of the Early Years Foundation Stage. This helps ensure that children are protected from harm and are kept secure in her care.

What the setting needs to do to improve further

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

- improve the quality of teaching for the youngest children by strongly focusing on their communication and language development, in order for them to make good progress.

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

- promote children's positive behaviour consistently by establishing clear and appropriate boundaries
- enhance her skills to work with children by focusing her professional development on improving the quality of teaching and learning.

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 obtained the views of the 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

The quality of teaching requires improvement because it is variable. For example, the childminder effectively supports older children to develop small physical skills as they make tiny snow balls from dough. She encourages children to make links in their learning between the different seasons and uses their areas of personal interest to extend this further. As a result, older children enjoy their experiences and participate for extended lengths of time. However, the childminder does not always focus the learning for the youngest children to make progress. For example, she misses some opportunities to encourage children to talk and develop their communication skills. Consequently, experiences for the younger children lack focus and they quickly lose interest. The childminder uses observations of children's learning to contribute to assessments of their progress and gathers information from parents about what children already know and can do upon entry. This promotes continuity of learning.

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

The childminder has good relationships with children because she is kind and supportive towards them. Children develop high levels of self-confidence because the childminder encourages them to be independent. For example, younger children are supported to feed themselves at lunchtime and older children are able to use the toilet independently. The childminder has effective partnerships in place with children's families and other settings they attend, such as school. This enables her to share information about children's individual care needs and progress. Therefore, children are emotionally well prepared for the next stages in their development and they benefit from continuity. The childminder teaches children about healthy lifestyles through discussions about different foods and having regular fresh air. However, she does not consistently provide children with clear boundaries to promote positive behaviour. Consequently, there are times when children are unsure of what is acceptable. The childminder provides a range of resources indoors and outdoors, which reflect the seven areas of learning and are all accessible for children.

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

The childminder aspires to improve. She has made changes to her assessments of children's progress since her last inspection, which has enabled her to identify gaps in children's learning. There are links in place with other professionals, which the childminder can use to access further support for children if needed. The childminder has updated relevant qualifications to work with children, such as first aid. This has had a positive impact for children as the childminder is able to respond swiftly in medical emergencies. However, there is not enough focus on improving the quality of teaching and evaluating how this impacts on learning for children. The childminder teaches children about safety throughout the different routines during their day. For example, she talks to children about road safety on the walk to school. Therefore, children begin to develop an awareness of risk.

Setting details

Unique reference number	321225
Local authority	York
Inspection number	855329
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	15 January 2009
Telephone number	

The childminder was registered in 1994. She lives in the Clifton area of York. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She has a level 3 qualification in childcare.

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