

Childminder Report

Inspection date	29 October 2015
Previous inspection date	10 February 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the 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 provision requires improvement. It is not yet good because:

- The childminder does not ensure that children access a balance of adult-led and child-initiated activities. This means that the play opportunities offered do not always engage children and motivate learning.
- The childminder does not effectively use the information she gathers about children's development to inform her planning. As a result, children's next steps in learning are not supported well enough.
- The childminder does not consistently work to improve her practice. Consequently, areas for improvement are identified but not addressed in a timely manner.
- The childminder does not have effective systems in place for sharing information with parents on their child's learning. Therefore, opportunities to extend learning at home are not fully supported.

It has the following strengths

- Children enjoy healthy meals and have good opportunities to engage in physical play. This helps them adopt healthy lifestyle habits.
- The childminder carries out regular risk assessments. This helps to keep children safe from harm.
- Children are happy and confident. They form strong attachments as a result of the childminder's gentle and caring approach to meeting children's needs.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ ensure there is a good balance between adult-directed activities and child-led play 	31/03/2016
<ul style="list-style-type: none"> ■ use observations of children's development to more precisely plan challenging activities to support children's progress and achievements. 	31/03/2016

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

- develop a more rigorous and effective system of service improvement so that weaknesses are prioritised in order to improve practice
- strengthen processes to share information with parents on children's learning and development.

Inspection activities

- The inspector observed activities and interactions between the childminder, one of her assistants and children throughout the inspection.
- The inspector spoke with the childminder, one of her assistants and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and a selection of policies and procedures.
- The inspector viewed the areas used for childminding.
- The inspector looked at evidence of the suitability of the childminder, her assistants and household members, and discussed her methods for self-evaluation.
- The inspector undertook a joint observation with the childminder.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Katherine Wilkins

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder and her assistant hold early years qualifications. They have relevant first-aid training and have a suitable understanding of the Early Years Foundation Stage. The arrangements for safeguarding are effective. The childminder has a clear understanding of how to act if she has concerns about a child. She is aware of the signs of potential abuse. The childminder is a good role model for children. She has high expectations of children and supports them to understand how to behave respectfully to each other. She uses her knowledge and experience to mentor and supervise her assistants well. The childminder gathers the views of parents and children in order to help her evaluate her practice. However, she does not always prioritise these to ensure her practice continues to improve.

Quality of teaching, learning and assessment requires improvement

The quality of teaching and learning is not consistently good. Although she gives guidance throughout activities, the childminder is not always responsive to the children's lead. Consequently, opportunities are not used effectively to build on children's interests because learning is overly adult-directed. As a result, children are not being fully supported to gain independent learning skills in readiness for future moves on to school. Information obtained from assessments and observations is not used well enough to plan children's next steps in learning. Therefore, the childminder does not consistently provide activities to challenge children's individual learning needs. Parents have high opinions of the childminder. Her flexible, caring style is greatly appreciated and they are happy with the care their children receive. However, the childminder does not have consistent systems in place for sharing information on children's learning. As a result, opportunities to extend learning at home are not fully promoted.

Personal development, behaviour and welfare require improvement

Children are happy and confident in the childminder's home. The childminder has a very gentle and caring style. This helps children to form strong attachments and settle quickly in her care. The childminder gets to know the children well and is responsive to their personal preferences. Children respond well to clear boundaries and they behave well. They are taught about how to make healthy choices and have access to physical play activities. Children are supported to develop suitable hygiene routines and to become independent in their personal needs. However, the overly adult-directed teaching style of the childminder sometimes results in children losing motivation to become independent learners.

Outcomes for children require improvement

All children, including those who receive funded education, are making steady progress in their development. They are supported to develop the skills they need to build relationships. However, the childminder does not fully support children to share their ideas during adult-led activities. This means children are not always fully engaged and opportunities to enhance their learning are missed.

Setting details

Unique reference number	302708
Local authority	Barnsley
Inspection number	867406
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 5
Total number of places	9
Number of children on roll	7
Name of provider	
Date of previous inspection	10 February 2011
Telephone number	

The childminder was registered in 1994. She lives in the Goldthorpe area of Rotherham and works with one qualified and one unqualified assistant. The childminder operates all year round from 7am to 6pm Monday to Friday, except for family holidays. She holds a qualification in childcare at level 3. She receives funding for the provision of free early education for two-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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

