

# Childminder Report

<b>Inspection date</b>	10 March 2017
Previous inspection date	29 October 2015

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
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 assess children's development accurately enough to help her plan precisely for children's next steps in learning.
- Teaching is not consistently good enough to support children to lead their own play. They do not have sufficient opportunities to explore their own ideas and think through problems for themselves.
- The childminder does not make the most of self-evaluation to identify and address areas for development in her teaching, in order to improve the outcomes for children.

### **It has the following strengths**

- Children are happy in the childminder's care. Their good behaviour shows they feel safe, they demonstrate good manners and show they can think about others.
- The childminder and her assistant ask questions to generate conversation with children. They listen to children as they become more confident talkers and reinforce children's early language.
- The childminder works in partnership with parents to share information about children. Parents are pleased with the care and education their children receive.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ make accurate assessments of children's development and use these more effectively to shape learning experiences for individual children</li> </ul>	09/06/2017
<ul style="list-style-type: none"> <li>■ improve teaching so that children are consistently offered good quality learning experiences that support them to direct their own play and help them make the best possible progress.</li> </ul>	09/06/2017

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

- develop self-evaluation processes and use the information gained to target effective action that improves the quality of teaching.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and her assistant. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

**Inspector**  
Alison Byers

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The childminder has taken some action to improve since her last inspection and has identified some of the areas that still need to be developed. She has introduced new ways of reviewing children's progress and attended some training. However, this has not been sufficient to ensure that the quality of teaching is consistently good. The childminder has not carefully evaluated her teaching to understand how the different questions she uses have an impact on children's play and learning. Safeguarding is effective. The childminder and her assistant have a secure knowledge of how to recognise and deal with concerns about children's welfare. Regular meetings between the childminder and her assistant enable them to review procedures and discuss any issues. The childminder builds relationships with parents and they are happy with the information they receive about what children have been doing. She has links to the local school and pre-school that support children as they move on to their next stage in learning.

### **Quality of teaching, learning and assessment requires improvement**

The childminder is qualified and experienced. However, her assessments of children's development are not always accurate enough to help her identify exactly what children need to learn next. The childminder's teaching is not always matched to individual children's needs and she sometimes over directs their play. For example, she expects younger children to sit and listen for as long as older children during adult-led activities. Nonetheless, the childminder and her assistant use some good teaching strategies to support children's learning. They repeat children's keywords and phrases to reinforce early language skills and help them count objects as they play. Children have access to a variety of resources that they enjoy playing with. However, the childminder's questions occasionally redirect their games and children are not able to follow through their ideas.

### **Personal development, behaviour and welfare require improvement**

Some aspects of the childminder's teaching mean that children are not fully supported to lead their own play and solve their own problems. Nevertheless, children have opportunities during routines to become confident, independent and make choices. They help prepare snack and enjoy helping each other to pour their own drinks. Children develop healthy eating habits and enjoy talking about the different fruits they like. The childminder encourages children to show good manners and praises children when they think about what others need. She talks to children about differences between people and makes sure her resources reflect different families and cultures.

### **Outcomes for children require improvement**

Teaching is not sufficiently well focused to make sure every child makes the best possible progress in their learning. Despite this children are developing the basic skills they need for school or their next stage in learning. Older children confidently manage their own personal needs and have opportunities to use pens and pencils. Younger children are learning to share and join in with games.

## Setting details

<b>Unique reference number</b>	302708
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	1058101
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	12
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	29 October 2015
<b>Telephone number</b>	

The childminder was registered in 1994 and lives in the Goldthorpe area of Rotherham. She works with an assistant and operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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