

# Childminder Report

## Inspection date

3 June 2015

Previous inspection date

20 July 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The childminder has not notified Ofsted of changes in the person's aged 16 years or older living on childminding premises.
- The childminder does not always make the most opportunities for high-quality teaching to extend children's learning to the highest level.
- The childminder does not always fully extend opportunities for children to develop their skills and understanding of how they can use information and communication technology for particular purposes.

### It has the following strengths

- Children are learning how to share and take turns because the childminder encourages them to work together and share the resources, which contributes towards ensuring that children have the key skills needed for the next steps in their learning, such as school.
- The childminder undertakes the progress check for children between the ages of two and three years, and shares the summary of learning and development with parents. This enables the childminder to identify areas where children are making the least progress and provide appropriate support.
- Children settle well into the childminder's care, because she encourages them to bring familiar items from home so they feel comfortable and reassured.
- The childminder has addressed both recommendations set at the last inspection, and her continuous training means she is constantly identifying areas for improvement. For example, she now tracks children's progress clearly to identify the areas where children need focused attention to support their learning.

## What the setting needs to do to improve further

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

- strengthen teaching so that experiences for children are consistently sharply focused and challenging to support children's even swifter progress
- create further opportunities for children to develop skills for the future, by extending experiences for children to develop their knowledge of information and communication technology.

### To meet the requirements of the Childcare Register the provider must:

- ensure Ofsted are notified of the name, date of birth, address and telephone number of any person aged 16 living on the premises (compulsory part of the Childcare Register)
- ensure Ofsted are notified of the name, date of birth, address and telephone number of any person aged 16 or over working or living on the premises (voluntary part of the Childcare Register).

## Inspection activities

- The inspector observed activities and interaction between the childminder and children during play.
- The inspector considered the views of parents and discussed self-evaluation.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at documents relating to the Early Years Foundation Stage provided by the childminder, including children's assessment records and evidence of the suitability of the childminder and other adults in the household.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

### Inspector

Joanne Ryan

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The childminder extends children's love of books and understanding of stories, which enhances their literacy, communication and language skills. For example, children use props while the childminder reads a story to bring it to life. The childminder provides parents with ideas of activities they can carry out, which enables them to continue learning at home. Children have opportunities to use some technological equipment, such as cassette players. However, children have made least progress in their use of technology, so there is scope to extend their use of information and communication technology further. The childminder provides children with challenge and supports all children to make good progress in their learning and development. However, occasionally, she does not challenge children to their full potential. For example, the childminder asks how many boys are present and how many girls are present, but does not ask how many children are present altogether.

### **The contribution of the early years provision to the well-being of children requires improvement**

A weakness in the management of the provision with regards to not notifying Ofsted of changes to the household has the potential to compromise children's well-being. The childminder supports children to develop their confidence, by creating an environment where they feel emotionally secure and encouraging them to undertake tasks independently. Children enjoy participating in making fruit kebabs and clear away their rubbish into recycling bins, which supports their understanding of healthy lifestyles. The childminder supports children to be able to manage their own personal needs. For example, she works closely with parents to support children to be toilet trained and provides lots of praise for their achievements. The children are learning about how to keep themselves safe, because the childminder gives good explanations and they learn about people who help them through a range of activities.

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

The childminder did not notify Ofsted of changes in the adults living on the premises. As a result, Ofsted were not able to undertake the appropriate checks to all adults living on the premises. However, the risk to children is not significant, because the childminder has undertaken a Disclosure and Barring check to verify their suitability. The childminder shares the policies and procedures with parents when children first start to attend, which gives them a good understanding of how the childminder operates her service. The childminder holds a relevant early years qualification at level 3, which gives her a good understanding of how children learn. She has accessed safeguarding training, which has given her a good knowledge of the signs and symptoms of abuse, and the procedure to follow should a concern arise about a child in her care. The childminder monitors the educational programme to identify any gaps in children's progress, which ensures she offers a good range of experiences.

## Setting details

<b>Unique reference number</b>	EY263359
<b>Local authority</b>	Salford
<b>Inspection number</b>	860586
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20 July 2010
<b>Telephone number</b>	

The childminder was registered in 2012 and lives in Swinton. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. She co-childminds with her two adult daughters. The childminder holds a relevant early years qualification at level 3.

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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