

Childminder Report

Inspection date

29 June 2015

Previous inspection date

20 April 2010

| 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 consistently follow children's interests or use effective teaching methods to focus on extending learning when engaging with them.
- The childminder does not always accurately assess children's levels of development to enable gaps in children's learning to be identified and effectively addressed.
- There are limited opportunities for children to engage in art and craft activities to support their creative and imaginative skills fully.
- The childminder does not provide an interesting or stimulating outdoor learning environment to support children's learning and physical development fully.
- The childminder does not focus on the quality of teaching when self-reflecting to ensure children are consistently provided with good quality play and learning opportunities.

It has the following strengths

- Children develop strong emotional attachment to the childminder due to an effective settling-in process involving parents.
- The childminder plans activities that are enjoyed by children. Children are making progress typical for their age in learning and development.
- The childminder supports young children to develop their self-care skills during snack times as they learn to wash and dry their hands and feed themselves using a spoon.
- Children understand the routines and boundaries in place. They are learning to share and take turns.
- Children are safeguarded well. The childminder has a good understanding of how to keep children safe inline with her robust safeguarding procedures.

What the setting needs to do to improve further

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

- improve knowledge and understanding of teaching methods and how children learn and improve the quality of teaching to support children to make good progress in all areas of their learning
- improve the methods for accurately assessing and planning for children's progress.

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

- provide a wider range of art and craft activities to promote children's creative and imaginative skills further
- improve the outdoor environment by providing a wider range of activities to enthuse and stimulate children in their learning, and promote their physical development further
- improve the methods of self-reflection to focus on the quality of teaching to ensure children are provided with good quality learning experiences.

Inspection activities

- The inspector observed activities inside the home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of parents comments on the day of the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's records and a range of other documentation, including evidence of suitability.

Inspector

Kim Boughey

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The childminder does not always use opportunities to extend children's learning effectively during play. Children quickly move from one activity to another due to the lack of consistently challenging learning opportunities to support their concentration and keep them focused. The childminder provides an adequate range of resources indoors, some of which support children's interests. Access to resources and activities to promote children's creative and imaginative skills further are limited. However, children confidently explore the environment and make choices in their play. For example, children enjoy playing with the range of musical instruments and pushing the buttons on the toys to make different sounds. The childminder promotes children's language development effectively, particularly those who speak English as an additional language, as they sing and use words in English and from their home language. Children are developing communication and language skills as they repeat some words in English.

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

When accessing the outdoor environment at home, children have limited access to outdoor learning experiences to promote their learning and physical development fully. However, up to three times a week, the childminder makes use of the Sure Start Children's Centre and the local park to provide children with more opportunities to access outdoor play. The childminder is warm and welcoming and children are happy, secure and well cared for. When children are tired, they go to the childminder for a cuddle. The childminder supports children's emotional well-being. She comforts them when they go to sleep and provides them with their own blanket from home. Children are provided with a choice of fresh fruit during snack time to promote healthy eating. She talks about the benefits of eating healthy food to support children's understanding of healthy lifestyles. The childminder works with parents to support children to further develop their self-care and independence skills at home.

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

The childminder regularly monitors and tracks children's progress. However, assessment of children's levels of development is not always accurate. Gaps in learning and development are not clearly identified, therefore, plans do not address them. Children are not supported effectively in making consistently good progress in all areas of their learning. The childminder reflects generally and has identified some areas for improvement. However, she does not focus sufficiently on the quality of teaching and learning to continuously improve the quality of provision for children. The childminder only carries out minimum training to meet the requirements of the Early Years Foundation Stage. Children are supported with developing skills to prepare them for school. The childminder has developed links with local schools to support children to move on to the next stage in their education. Parents are kept informed about their children's progress and what they have been doing during their time with the childminder.

Setting details

| | |
|------------------------------------|---------------|
| Unique reference number | EY401260 |
| Local authority | Manchester |
| Inspection number | 850342 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 5 |
| Total number of places | 3 |
| Number of children on roll | 1 |
| Name of provider | |
| Date of previous inspection | 20 April 2010 |
| Telephone number | |

The childminder was registered in 2009 and lives in the Rusholme area of Manchester. She operates all year round from 7am to 5pm, Monday to Friday, except during bank holidays and family holidays. The childminder supports children who speak English as an additional language.

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 copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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

