

Childminder Report

Inspection date

9 July 2015

Previous inspection date

10 February 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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 use her checks on children's learning effectively in order to provide the correct level of challenge in activities and consistently promote the good progress of children aged over three years.
- The childminder does not have a secure understanding of all the skills and knowledge which children need in order to have a good foundation for learning to read.
- The childminder has not made effective use of reflection to identify where changes can be made in order to bring about continuous improvement in practice and meet all statutory requirements.

It has the following strengths

- The childminder has made progress in improving her practice by obtaining written permission for the administration of medicines to children and keeping an accurate daily record of children's attendance.
- The childminder has a secure understanding of the procedures for reporting any concerns she may have about children's welfare in order to safeguard them.
- The childminder has increased the choice of activities outdoors, which promotes the progress of children who learn best when playing outside.
- Children learn hygiene routines which promote their good health. They are provided with healthy meals so that they learn about foods which contribute to a nutritious diet.
- Children are taught good manners and learn to manage their feelings and behaviour. The childminder praises children in order to motivate them to learn.
- Parents contribute to their children's learning records and the childminder shares information about children's progress regularly to keep them informed about this.

What the setting needs to do to improve further

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

- improve the use of observations and assessments of children's learning in order to plan activities which offer the correct level of challenge and consistently promote good progress for children over the age of three years in all areas of learning

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

- improve knowledge of the skills and concepts needed by children in preparation for learning to read, in order to teach these effectively
- improve the ways in which reflection is used in order to bring about continuous improvement in practice and to ensure that all legal requirements are met.

Inspection activities

- The inspector viewed the areas of the premises used for childminding.
- The inspector checked the qualifications of the childminder, along with evidence of the suitability of adults living or working on the premises.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- An evaluation of teaching was carried out by the inspector and the childminder.
- The inspector looked at children's records, planning documentation and a range of other documents, including policies and procedures.
- The inspector and the childminder discussed the ways in which the childminder reflects on her practice and makes plans for improvement.

Inspector

Jennifer Kennaugh

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 have a secure understanding of how to use her checks on children's progress in order to provide activities that are not too low or too high in the level of challenge they offer. As a result, some activities lack interest and do not promote learning well. Some activities are also too challenging for children to promote their learning well. The childminder does not recognise when children have not secured all the skills needed in order to learn from the activity she provides. As a result, children make steady, rather than good, progress in gaining the skills needed for their next steps in learning. They are progressing within the expected range of development for their age, but this is slower for children aged over three years who do not attend other settings as well. In addition, the childminder does not have a secure knowledge of some areas of learning herself. She is, therefore, not consistently able to teach all the skills and knowledge needed for children in this age group. For example, she does not have a secure understanding of some concepts relating to literacy, in order to better promote the skills children need before learning to read.

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

Children are happy and confident in the childminder's care and they enjoy a positive relationship with her. Babies are reassured when they are tired and settle quickly, showing good attachment to the childminder. Their emotional well-being is well supported. Children develop confidence in a range of situations on and off the premises, and are gaining some of the skills and attitudes needed for their next steps in learning. The childminder provides daily outdoor play on or off the premises, so that children have opportunities to be active. She ensures that children can develop and test their whole-body coordination by taking small risks while using large equipment. Babies are encouraged to roll and push up to strengthen their arms and develop their coordination. Partnerships with parents support children's well-being. For example, the childminder now regularly checks that she has up-to-date care plans for children that include written permission from parents to administer medicines.

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

The childminder has improved how she implements the statutory requirements but these are not fully in place. This is because the childminder's reflection on practice does not enable her to identify and act on weaknesses in her own understanding of how to support children's progress. She does not make effective use of her qualification to provide a consistently good standard of provision. The childminder is aware of how important it is to update her knowledge through training, such as by renewing her knowledge about food hygiene. She exchanges information about children's progress with other settings they attend in order to support continuity in their care and learning. However, as she does not have sufficient knowledge of some skills that children need to learn, this is not always effective.

Setting details

Unique reference number	EY358245
Local authority	Rochdale
Inspection number	1007034
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	10 February 2015
Telephone number	

The childminder was registered in 2007 and lives in the Middleton area of Rochdale, Greater Manchester. The childminding setting operates all year round from 7am to 6pm on weekdays, except for bank holidays and family holidays. The childminder has a qualification in childcare at level 3.

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