

# Childminder Report

## Inspection date

23 July 2015

Previous inspection date

9 March 2011

<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		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 <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 does not think about the quality of her practice enough. She does not identify where there is room for improvement, or recognise where further training is needed to help her develop her skills.
- The childminder does not consistently make accurate assessments of children's learning. This does not enable her to identify their individual learning needs effectively. The childminder does not offer sufficient challenge to prepare children for their next steps in learning.
- The childminder fails to assess the development of children aged between two and three years. She is unable to target necessary support and intervention to support them in making good progress.

### It has the following strengths

- The childminder has a good understanding of child protection issues and arrangements for safeguarding children are firmly in place. She attends relevant safeguarding training and is secure in her understanding of her responsibility to protect children. As a result, any child protection concerns are managed well.
- Children are encouraged to lead healthy lifestyles through understanding the importance of healthy foods. Children are provided with nutritious food and the childminder provides opportunities for children to have access to fresh air and develop their physical skills.

## What the setting needs to do to improve further

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

- carry out progress checks for all children between the ages of two and three years, that identify what children can do and any areas where progress is less than expected; and provide parents with a written summary of children's development in the prime areas of learning
- improve the quality of teaching by ensuring that the assessment and planning system is effectively implemented so that all children are challenged to make consistently good progress

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

- review the quality of the provision regularly to identify areas in need of development and where training is needed to drive ongoing improvement.

### Inspection activities

- The inspector observed activities in the playroom and outdoors.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked through children's assessment records and reviewed a selection of records, policies and procedures.
- The inspector checked evidence of the suitability of the childminder and adult members of the household, and evidence of the childminder's training.

### Inspector

Emma Allison

## Inspection findings

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

The childminder provides a range of activities for the children to access independently and encourages them to make choices in their play. She follows the children's lead and provides encouragement and praise. This supports their emotional well-being. The quality of teaching is variable. The childminder does not always use information gained from observations to plan precisely for children's next steps in their learning and to accurately check children's progress towards the early learning goals. Some activities lack challenge because the childminder does not use every opportunity to promote children's learning across all seven areas. This means some children do not make consistently good progress. The childminder observes children and completes routine assessments. However, she has not completed a progress check for every child between the ages of two and three years. This means that assessments are not always shared with parents at appropriate times so that they are aware of their child's development, or used to identify gaps in learning. The childminder takes regular opportunities to develop children's mathematical language throughout the day. Children use number language during play and talk about various shapes they can identify in the environment.

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

Children are happy and settled. They have warm bonds with the childminder. Children are confident in their self-care routines. They take part in regular opportunities to access fresh air and to promote their physical development. Children show confidence, trust and happiness while in the care of the childminder. They call out to her to join them in play, or snuggle up close when they look at books together. The childminder has a good understanding of how to promote children's physical well-being. She understands the importance of supporting children to develop a healthy lifestyle through healthy eating, physical activity and developing good hygiene practices. Children are well behaved because the childminder uses age-appropriate methods to promote their good behaviour. Children of all ages play well with others and share resources.

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

The childminder has not fully met recommendations from her previous inspection. She attends training and has implemented systems to observe children. However, this has not been used effectively enough. The childminder does not securely evaluate her practice. Despite holding a level 3 childcare qualification, the childminder is not fully secure in her understanding of some of the statutory requirements, including the learning and development requirements. She is able to demonstrate a good understanding of child protection issues and the possible signs that may raise cause for concern. Additionally, she does make parents aware of the role of Ofsted.

## Setting details

<b>Unique reference number</b>	EY344557
<b>Local authority</b>	Manchester
<b>Inspection number</b>	857307
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	3
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	9 March 2011
<b>Telephone number</b>	

The childminder was registered in 2006 and lives in Manchester. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding for free early years education for two-, three- and four-year-old children. She holds a childcare qualification at level 3. The childminder supports a number of children who speak English as an additional language.

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Piccadilly Gate  
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