

# Childminder Report

**Inspection date**

7 December 2015

Previous inspection date

10 February 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:	Outstanding	1
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 have a clear understanding of the Early Years Foundation Stage. For example, she was not aware of the requirement to complete a progress check for children aged between two and three years old.
- Although the childminder undertakes self-evaluation and has recognised areas to improve, action has not yet been taken to address these.
- The childminder does not effectively use information gained from observation and assessments to specifically plan for children's individual needs. The childminder does not have a precise picture of where the children are developmentally. This means that children do not make the best possible progress.

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

- The childminder provides a range of interesting opportunities that stimulates and challenges children's learning. This helps children concentrate for long periods, supporting their thinking skills.
- Children form secure relationships with the childminder. They show they feel safe and cared for as they play happily, exploring the environment independently.
- The childminder values feedback from parents and children. Questionnaires are used to gather information to help identify areas for further development. Parental feedback is positive. They comment about how the childminder has enriched their children's lives.
- The childminder is a good role model who provides appropriate support for children to develop positive behaviour. She encourages children to help and support each other.

## What the setting needs to do to improve further

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

### Due Date

- review the progress of children aged between two and three years and provide parents with a short written summary of their child's development in the prime areas of learning. 17/02/2016

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

- improve arrangements for self-evaluation and professional development
- make better use of the information gained from assessments to plan challenging experiences for children.

## Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector sampled the childminder's documentation, including policies, training certificates and children's learning journals.
- The inspector viewed evidence of the suitability of all persons living on the premises and other documentation in relation to the safeguarding and welfare requirements.
- The inspector toured the areas of the house used for childminding.

### Inspector

Nicola Hall

## Inspection findings

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

The childminder provides a safe environment for children. She carries out regular risk assessments of her home and for outings. The arrangements for safeguarding are effective. The childminder understands how to ensure children's welfare. She knows what action to take if she is worried about a child. The well-qualified, enthusiastic and dedicated childminder provides a range of learning opportunities to support children. This is monitored through self-evaluation to help improve the quality of her provision. However, other areas highlighted in need of improvement have not yet been addressed. In addition to this, the childminder has not completed a two year progress check on children. This means that she does not meet all the learning and development requirements of the Early Years Foundation Stage.

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

Children play independently in the well-organised home. They have access to a wide range of resources that helps stimulate their interests and supports their learning. The childminder understands how to support children's communication skills. For example, she role models clear language and introduces new words during planned activities. Children sort different coloured objects into the same coloured bowls. This helps develop their mathematical skills. The childminder challenges children to count segments of fruit, take some away and work out how many are left. This helps children develop skills in readiness for school. The childminder understands the need to plan for children's individual learning. However, assessments are not used effectively to understand their specific level of achievement.

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

Children settle very quickly with the warm and friendly childminder. Information about care routines and individual needs is shared before children start. The childminder is very responsive to children's needs. She recognises when they become tired and need a sleep. Children's work is displayed throughout the environment. Children are praised during play and for carrying out tasks, such as tidying up, this helps them feel valued and supports their well-being. Activities are provided to help children learn about healthy lifestyles. Children wash fruit to get rid of germs and learn about the importance of eating healthy foods. The childminder helps develop children's social skills and knowledge of different communities during regular visits to different groups to play. Behaviour is good and children play cooperatively together, sharing and taking turns.

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

Children enjoy their time with the childminder. They make progress from their starting points. However, as progress checks are not completed, gaps in learning may be missed. Overall, children are gaining the necessary skills to support their next stage of learning and readiness for school.

## Setting details

<b>Unique reference number</b>	EY278423
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1031657
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10 February 2011
<b>Telephone number</b>	

The childminder was registered in 2003 and lives in Crumpsall. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate 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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Piccadilly Gate  
Store St  
Manchester  
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