

# Childminder Report

**Inspection date**

9 December 2015

Previous inspection date

25 November 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
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 is not fully aware of safeguarding procedures and how to manage allegations.
- The childminder does not always support and challenge children's learning effectively during play.
- The childminder does not use assessments effectively to identify children's next steps in learning, or to plan activities which ensure children make good progress.
- Parents are not encouraged to contribute their own views towards children's starting points or ongoing assessments. The childminder does not share accurate summaries of children's progress with parents.
- The childminder does not use the views of parents and children when reflecting upon what could be improved at the setting. Changes made are not evaluated to show what impact they have had on the children.
- The childminder has not kept her knowledge up to date regarding recent policies and practice in the Early Years Foundation Stage.

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

- The childminder's relationships with the children are sensitive, caring and kind. The childminder takes time to support children starting at the setting and works closely with parents to make sure children's care needs are well met.
- The environment is welcoming and well resourced. Children can independently choose where to play and benefit from a wide range of activities and opportunities.

## What the setting needs to do to improve further

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

	Due Date
■ include information in the setting's safeguarding policy about what action should be taken in the event of an allegation being made against a member of staff	18/12/2015
■ provide a balance of adult-led and child-initiated play activities to support and challenge children's learning	29/01/2016
■ assess children's learning regularly to identify what they need to learn next and plan activities which support them to make good progress.	25/12/2015

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

- encourage parents to contribute their own information, when children start at the setting and when reviewing their ongoing progress
- summarise children's progress across all areas of learning regularly and share this information with parents
- gather the views of parents and children when reflecting on the effectiveness of the setting, and identify priorities for improvement
- improve knowledge of current policies and practice in the Early Years Foundation Stage and target professional development opportunities.

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as the childminder's self-evaluation, children's assessment records and a range of policies and procedures.
- The inspector took account of parents' views recorded in the compliments file.

## Inspector

Helen Royston

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. The childminder understands what action to take if she is worried about the welfare of a child in her care. However, she does not have procedures in place to manage any allegations made. The childminder is currently studying for an early years qualification and has accessed some professional development opportunities to further her knowledge. However, she has not kept up to date with statutory and other government requirements. Feedback from parents about the setting is positive and the childminder is beginning to reflect on the provision. However, this does not yet identify strengths and weaknesses in practice or priorities for further improvement.

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

The childminder listens carefully to children and speaks to them at their level to gain good eye contact. Younger babies enjoy having the childminder lying on the floor to encourage them as they attempt to crawl forward. Sometimes, the childminder misses opportunities to model play and offer ideas and challenges to improve children's learning. The childminder observes the children's play and follows their interests. Babies wave their arms in excitement at the light and sound torch, and knock the stacking cups down enthusiastically. The childminder identifies some next steps in children's learning, however, these are not used effectively to plan further activities which are well matched to children's needs. Parents enjoy looking at the children's files and talk to the childminder regularly. However, they do not receive a clear summary to show how much progress their children are making in different areas. Parents are not yet encouraged to contribute their own views towards children's starting points or ongoing assessments.

### Personal development, behaviour and welfare require improvement

The childminder has developed good relationships with the children. They settle quickly in the provision and are happy and calm. The childminder works in partnership with parents to follow their wishes and routines regarding care needs, such as sleeping arrangements. This helps to promote children's emotional well-being and self-esteem. Children behave well. They listen to instructions and respond to gentle reminders about the rules. The childminder provides a stimulating environment and range of activities and resources. There are opportunities for children to develop their physical skills as they join in dancing and action rhymes. They also enjoy regular trips outdoors to the parks and enjoy walks in the local area.

### Outcomes for children require improvement

The childminder does not capture children's starting points clearly, although, children are making steady progress and working within age-related expectations. Children are supported to develop some key skills for nursery and school, such as mathematics and literacy.

## Setting details

<b>Unique reference number</b>	EY410105
<b>Local authority</b>	Oldham
<b>Inspection number</b>	851055
<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>	0 - 1
<b>Total number of places</b>	2
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	25 November 2011
<b>Telephone number</b>	

The childminder was registered in 2010 and lives in Oldham, Manchester. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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