

Childminder Report

Inspection date	11 January 2016
Previous inspection date	11 January 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Met	
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:

- Self-evaluation is not used effectively to identify strengths, weaknesses and any areas for improvement. It does not include the views of parents and children.
- The childminder does not use her observations of the children to plan activities or identify the next steps in their learning. This means that some areas of learning are not thoroughly planned for. Children make steady progress in their learning.
- Accurate summaries of children's progress are not shared with parents or other professionals who work with the children.
- The childminder does not encourage parents to contribute information about their children's learning and development to accurately assess starting points or ongoing assessments.

It has the following strengths

- The childminder's home is warm and welcoming, with a good range of resources for the children to independently select.
- The childminder has good relationships with the parents and they are complimentary about the service that she provides.
- The childminder is calm and caring and the children are happy and enjoy the time they spend in her home. She is a good role model and children are well behaved and confident in her care.
- The childminder provides children with good opportunities to develop their language and communication skills. She listens well to the children and offers new words to further extend their vocabulary.

What the setting needs to do to improve further

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

	Due Date
■ use observations of children's learning to plan activities and identify next steps to further support their progress across all areas of learning	12/02/2016
■ provide a summary of children's progress and share this with parents and any other professionals who may be involved in the child's learning.	11/03/2016

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

- explore further ways for parents to contribute towards their children's learning and development; use this information to inform their starting points and when reviewing children's progress
- develop systems to identify any strengths, weaknesses and areas for improvement and include the views of parents and children when reflecting on the effectiveness of the setting.

Inspection activities

- The inspector observed the quality of teaching during activities and daily care routines, and assessed the impact this has on children's learning and development.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector took account of the written views of parents.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures.
- The inspector checked evidence of the childminder's suitability and qualifications.

Inspector

Maxine Phillips

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder does not use effective self-evaluation procedures to help her to identify any areas for further improvement. The views of parents and children are not included in this process. The childminder does not regularly further her own knowledge to help her identify personal strengths and weaknesses. Arrangements for safeguarding are effective. The childminder understands her responsibilities in keeping children safe, and she knows what action to take should she have any concerns about the children in her care. The childminder creates a safe play environment and implements risk assessments to identify any potential hazards. The childminder has effective policies and procedures in place to cover all of the welfare requirements, and she shares these with parents.

Quality of teaching, learning and assessment requires improvement

The childminder listens carefully to children and responds appropriately to support and promote ongoing language development. Children speak confidently and the childminder asks appropriate questions to help them extend their thinking during play. Children are learning to develop their mathematical skills through play. The childminder supports them to recognise and think critically about numbers and they enjoy completing a puzzle together. The childminder makes written observations of children, however, she does not use these observations to plan for children's next steps in learning. As a result, activities do not have a clear focus to ensure children are consistently making good progress in their all-round learning and development. The childminder does not complete a summary of children's progress to share with parents or other professionals involved in their learning. Parents also do not contribute to children's starting points and are not involved in ongoing assessments.

Personal development, behaviour and welfare require improvement

The childminder is a positive role model for children and they share a good relationship. She sets clear and consistent boundaries and children respond well; their behaviour is very good. The children enjoy taking trips out to the local park which helps to support their physical development. They talk excitedly about how they like to use the large play equipment, such as the slide, or how they enjoy feeding the ducks. The childminder helps to support children's growing imagination. She listens well to children and provides a narrative to extend their thinking. The childminder has an effective settling-in procedure that ensures a smooth transition from home. She works in partnership with the parents, following their children's routines and care needs. This helps to promote children's self-esteem and emotional well-being.

Outcomes for children require improvement

Children are making steady progress and are working within their age-related expectations. Overall, children are supported to develop the skills they will need in preparation for the next stage in their learning and the move to school.

Setting details

Unique reference number	EY342717
Local authority	Stockport
Inspection number	817607
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 9
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	11 January 2012
Telephone number	

The childminder was registered in 2006 and lives in Cheadle Hulme. She operates all year round from 7.15am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a level 3 childcare qualification.

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