

# Childminder Report

**Inspection date**

7 January 2016

Previous inspection date

8 February 2012

<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 sometimes misses opportunities to support and challenge children's speech and language during activities.
- The childminder does not always encourage parents to contribute towards children's assessments when they first start at the setting, or at regular intervals afterwards.
- The childminder does not monitor the progress that older children are making across all areas of the Early Years Foundation Stage. There are sometimes missed opportunities to practise key skills.
- 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.

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

- Children have access to a range of resources and activities in the setting and visit places in the local area. The childminder provides opportunities that support the children's current interests.
- The childminder has developed sensitive and caring relationships with the children. She works in partnership with parents to support the children's care needs.

## What the setting needs to do to improve further

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

### Due Date

- |   |                   |
|---|-------------------|
| <ul style="list-style-type: none"> <li>■ assess children's learning regularly to identify what they need to learn next and plan activities that support them to make good progress across all areas of the Early Years Foundation Stage.</li> </ul> | <p>29/01/2016</p> |
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**To further improve the quality of the early years provision the provider should:**

- improve strategies to support and challenge children's speech and language during activities
- strengthen parental contributions to children's assessments when they first start at the setting and at regular intervals afterwards
- gather the views of parents and children when reflecting on the effectiveness of the setting and identify priorities for improvement, evaluating what impact any changes have on children's learning.

## Inspection activities

- The inspector observed the children playing inside and carried out a joint observation with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector checked evidence of the suitability of people living in the household and looked at children's progress files, policies and procedures and training records.
- 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 knows what action to take if she is worried about the welfare of a child in her care. She has relevant policies and procedures in place. She attends professional development opportunities to keep her early years knowledge up to date. The childminder speaks to parents on a daily basis. However, she is not asking for parents' or children's opinions when reflecting on the setting. She is also not identifying improvements or evaluating changes. She monitors children's progress at regular intervals, however, not all areas of the Early Years Foundation Stage are covered for the older children. This means opportunities to develop key skills, such as writing their own name, are overlooked.

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

The childminder joins in with children's play. She makes comments and asks questions to develop their understanding. However, sometimes opportunities are missed to further extend children's speech or support the development of key words. Children enjoy making bird seed cakes, adding in the ingredients using a spoon and squashing it together with their hands. The children enjoy exploring with their senses and practise using their fine motor skills. The childminder observes children's play and identifies next steps in their learning. She plans activities to suit their interests, such as using their imagination to care for the dolls. She also uses themes, such as winter, as an opportunity to help children learn about different festivals celebrated by other cultures. Parents talk to the childminder regularly, however, they are not yet encouraged to contribute their own views towards children's starting points and ongoing assessments.

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

The setting is welcoming and has a range of toys and resources on offer. The children enjoy trips to the park and the local soft-play area. This helps to promote children's physical well-being. The childminder has developed sensitive and kind relationships with the children. She works in partnership with parents to offer effective care practices, such as supporting toilet training, and discussing ideas to support positive behaviour. Children can make their own choices in activities and learn how to do things for themselves, in a supportive and caring environment. This helps to boost their self-esteem and confidence.

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

Children are making typical progress from their starting points and are working within age-related expectations for some areas of the Early Years Foundation Stage. They are acquiring some of the key skills required for their future learning. However, children's progress is not yet monitored in all areas, such as mathematics and literacy for the older children.

## Setting details

<b>Unique reference number</b>	316289
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	865090
<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 - 11
<b>Total number of places</b>	4
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	8 February 2012
<b>Telephone number</b>	

The childminder was registered in 1992 and lives in Littleborough, Rochdale. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

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