

# Childminder Report

**Inspection date**

24 February 2016

Previous inspection date

19 October 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- The childminder has not addressed the action from the previous inspection. There has been no improvement made in the monitoring of children's progress.
- The childminder does not meet the safeguarding and welfare requirements. She does not have a valid first-aid certificate, which compromises children's safety.
- The childminder does not make the best use of observations to identify next steps in children's learning, in order to plan activities that are well suited to their individual needs.
- The childminder does not encourage parents to contribute their own views towards children's ongoing learning and assessment.
- The environment is not always set up in a stimulating way. Some areas where children play have limited resources to support and challenge learning.
- The childminder does not reflect upon the effectiveness of the setting in order to identify any improvements for the future and to continue to improve outcomes for children.
- The childminder has not accessed professional development opportunities in order to keep up to date with early years policy and practice.

### It has the following strengths

- Children have formed close relationships with the childminder. This helps them to feel settled and promotes their confidence and self-esteem.
- The childminder supports children to be independent. They follow their own ideas in play and enjoy using their imagination.

## 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
■ monitor and assess children's learning regularly to identify what they need to learn next and plan challenging and enjoyable activities which support them to make good progress across all areas of the Early Years Foundation Stage	01/04/2016
■ attend and complete a paediatric first-aid training course that is relevant to caring for young children.	01/04/2016

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

- encourage parents to contribute their own information when reviewing children's ongoing learning and assessment
- ensure the environment is set up in a stimulating way to support children's learning across all areas of the Early Years Foundation Stage
- gather and use the views of parents and children when reflecting upon the effectiveness of the setting and identify priorities for improvement
- make the most of professional development opportunities and keep up to date with high-quality early years practice.

### 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 looked at relevant documentation, such as the childminder's training records, policies and procedures and children's assessment files.
- The inspector took account of parents' views recorded in the compliments file.

### Inspector

Helen Royston

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are ineffective. The childminder has some knowledge of how to deal with accidents and emergencies, however, she has not updated her first-aid training within the required time. She has risk assessments in place to identify potential hazards and understands the possible risks associated with using cameras and mobiles phones in the setting. However, the childminder has not accessed any professional development opportunities and is unclear about recent policies and practice in early years. She does not reflect on the strengths and weaknesses of the setting in order to identify and act upon areas for improvement. The childminder has high expectations for good behaviour and is a role model to children with her calm and sensitive approach.

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

The childminder plans activities that the children enjoy, such as arts and crafts. For example, they enjoy mixing new colours by combining two primary colours together. However, there are missed opportunities to extend the children's learning, for example, by offering a wider range of colours to provide further challenge. The childminder captures some observations of the children's play, however, regular monitoring of children's development is not carried out. Therefore, information from assessment is not used appropriately to plan activities which ensure children are making the best possible progress. Parents are kept informed about their children's learning, however, they do not actively contribute their own views to children's learning and ongoing assessment.

### Personal development, behaviour and welfare are inadequate

Children enjoy using their imagination and pretend to be firefighters, wearing plastic hats and bright vests. However, the indoor environment is not set up in a stimulating way and children have limited resources to choose from. The childminder gives clear instructions to children and they listen well. She has clear boundaries and rules in place and children respond well to praise. They take part in care routines independently, such as washing their hands after finishing painting. Children have opportunities to be physical outdoors and go on regular trips to the local park. However, the childminder has failed to update her knowledge of first-aid procedures, which compromises the safety and well-being of children in her care.

### Outcomes for children require improvement

Children are settled, happy and have formed secure emotional bonds with the childminder. They make some progress in their learning and development. However, this is not assessed securely enough to ensure any gaps in their learning are quickly closed or sufficient challenge offered. The childminder supports the children to develop mathematical skills for the future. For example, she encourages children to re-count how many triangles they can see to help them develop accurate counting skills.

## Setting details

<b>Unique reference number</b>	312150
<b>Local authority</b>	Tameside
<b>Inspection number</b>	1036989
<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>	4 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19 October 2012
<b>Telephone number</b>	

The childminder was registered in 1996 and lives in Audenshaw, Tameside. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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