

Childminder Report

Inspection date

22 February 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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 establishing clear starting points for children or monitoring their development at regular intervals. This makes it difficult to see how much progress children are making.
- The childminder sometimes misses opportunities to extend and challenge children's learning and thinking during play. Activities are not always well matched to children's individual needs or next steps in learning.
- The childminder does not use the views of parents and children when reflecting upon the effectiveness of the setting. She does not currently evaluate the impact of any changes made on children's learning and development.
- The childminder has not yet developed strong partnerships with parents or other professionals, such as speech and language therapists. This means she is sometimes missing information which could help to improve outcomes for individual children.
- The childminder is not effectively engaging parents to make their own contributions towards children's learning in the setting and at home.

It has the following strengths

- The childminder has set up a welcoming environment which has a wide range of stimulating resources. Children make their own choices and follow their own interests in play.
- The childminder has developed close relationships with the children and is sensitive and kind in her approach. Children are calm and happy in the setting.
- The childminder attends forums in her local area in order to keep up to date with early years information and gather new ideas about good practice.

What the setting needs to do to improve further

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

Due Date

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| ■ identify clear starting points for children and summarise their learning regularly to plan purposeful and challenging activities which support children to make good progress. | 31/03/2016 |
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To further improve the quality of the early years provision the provider should:

- gather the views of parents and children to identify priorities for improvement and evaluate the impact of any changes made on children's learning and development
- develop effective partnership working with parents and other professionals to improve outcomes for individual children
- encourage parents to contribute their own information when reviewing children's progress in the setting and at home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder and held discussions at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation, children's assessment records and evidence of the suitability of people living in the household.
- The inspector took account of parents' views recorded in the children's files.

Inspector

Helen Royston

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The childminder has appropriate policies and procedures in place. She understands what action to take if concerned about the welfare of a child in her care and is aware of potential risks in the wider community. The childminder is beginning to reflect on the effectiveness of the setting. For example, she has identified that planning could be improved to match children's individual needs better. However, she does not gather or use the views of parents and children when thinking about changes which could be made. The childminder has started to monitor the children's assessments, however, systems are in their infancy. Children's starting points are not clearly identified and progress is not closely monitored.

Quality of teaching, learning and assessment requires improvement

The childminder plans activities to cover the seven areas of learning and observes children to identify some next steps in learning. However, information gained from assessment is not always used to focus the planning and activities sufficiently well to meet individual needs. For example, while playing with coloured slime the childminder describes the texture and encourages the children to feel it. They find the different colours easily, however, their concentration is limited as there is no extension offered to maintain their interest. Children's mathematical and literacy skills are promoted for the future. The childminder encourages children to find numbers and practise writing them with their fingers in play dough. Parents find out about their children's learning through daily discussions with the childminder. However, she does not engage parents in contributing their own information to ongoing learning and assessment in the setting and home.

Personal development, behaviour and welfare require improvement

Children enjoy choosing their own activities from a wide selection of resources. For example, they play cooperatively while building a train track together, selecting different pieces and talking to each other imaginatively. The childminder ensures children have daily opportunities for outdoor or physical play and makes use of the local park and soft-play areas. The childminder is beginning to develop partnerships with others, however, she does not always seek detailed information to ensure successful strategies are put in place quickly. For example, she is not clear about specific activities which are being used to support individual children's speech and communication. Children help to tidy the toys away and join in care routines happily, such as washing hands. The childminder promotes children's independence skills. For example, at lunchtime they choose what kind of salad they would like to eat, help to set the table, attempt to cut their own food and clean up afterwards. Children listen well and follow instructions carefully. For example, while walking to the park, they hold hands to stay together and stop when directed.

Outcomes for children require improvement

Children make some progress in their learning and development. However, their progress is not assessed securely to ensure any gaps in their learning are quickly recognised and closed. Children have developed secure relationships in the setting. This helps to promote their confidence and self-esteem.

Setting details

Unique reference number	EY466961
Local authority	Manchester
Inspection number	977582
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2014 and lives in Openshaw, Manchester. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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