

Childminder Report

Inspection date

29 February 2016

Previous inspection date

24 September 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
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 does not use the information gathered from parents and from initial observations made of children to identify their starting points in learning.
- Ongoing assessments are not precise enough to clearly identify where children are in their development and to suitably plan for their individual next steps in learning.
- Children's progress towards the early learning goals is not accurately monitored.
- Self-evaluation processes are not robust enough to address all identified weaknesses.

It has the following strengths

- Children develop secure emotional attachments with the childminder. She fosters warm and sensitive relationships with children, who settle quickly and show that they feel safe and secure. The childminder is a good role model. Children behave well and have good manners.
- The childminder has developed positive partnerships with parents. She keeps them well informed about their children's care and the activities they have been involved in.
- The childminder is well qualified and accesses a wide range of training courses to help improve the quality of her teaching.

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 the information gained from parents and from the initial observations of children to identify their starting points in learning	29/04/2016
■ use assessments to precisely identify where children are in their development and plan suitably challenging activities to help promote their future learning	29/04/2016
■ accurately monitor children's progress towards the early learning goals from their individual starting points.	29/04/2016

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

- use systems for self-evaluation more effectively to swiftly address any identified weaknesses and improve the quality of future practice.

Inspection activities

- The inspector observed a planned activity and jointly evaluated this with the childminder.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector checked evidence of the childminder's suitability, qualifications, training certificates and risk assessments, and looked at her policies and procedures.
- The inspector held conversations with the childminder and children throughout the inspection.
- The inspector took account of the views of parents from written feedback they had provided.

Inspector
Daphne Carr

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder has made some improvements to her practice since her last inspection. She shares strategies with parents, to involve them in promoting their children's learning at home. However, she has not fully reflected on the identified weaker areas of her practice. She has not taken appropriate steps to improve her knowledge and understanding of the assessment of children. The arrangements for safeguarding are effective. The childminder is aware of the action to take should she have any concerns about the welfare of a child in her care. She undertakes regular risk assessments to identify and minimise hazards to children.

Quality of teaching, learning and assessment requires improvement

Although the childminder understands how children learn and develop, the assessment process is not suitably thorough. She has not used her early observations of children, when they first start in her care, to form an initial assessment of what they can already do and achieve. This impacts on her ability to suitably monitor their ongoing progress and to identify if there are any early gaps in development. Furthermore, ongoing observations and assessments of individual children are not regular or precise and identified next steps in learning are not accurate. This leads to planned activities that do not appropriately reflect children's development. However, the childminder provides them with interesting experiences that keep them motivated to learn. Young children engage in creative play and they plant daffodil bulbs and paint flowers. The childminder encourages them to identify colours and she consistently repeats the correct words and sounds. This helps to promote their speech and language skills.

Personal development, behaviour and welfare require improvement

Although the childminder does not always provide activities that are accurately linked to what children need to do next, their physical and emotional well-being are effectively supported. Children develop good social skills and engage with others at the local community facilities they attend, such as parks and toddler groups. This helps them to begin to learn about their similarities and differences and the wider world. The childminder regularly praises children for their efforts, which helps them to develop a good sense of confidence and achievement. Children learn about the importance of following a healthy lifestyle. They eat healthy snacks and meals and learn about managing their own personal care needs, such as washing their hands before eating.

Outcomes for children require improvement

The childminder does not fully use information she gathers from parents when children first start to provide a clear measurement from which to monitor children's progress. However, children, including those who receive funded early education, are working within the range of development typical for their age. They independently choose from the selection of toys and resources available and become deeply engrossed in their own imaginative play. Children are happy, enjoy themselves and have fun in the childminder's care. They are developing some of the skills needed for the next stage of their development and eventual move on to school.

Setting details

Unique reference number	EY443825
Local authority	Salford
Inspection number	1037142
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	24 September 2012
Telephone number	

The childminder was registered in 2012 and lives in Little Hulton, Manchester. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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