

# Childminder Report

**Inspection date**

11 March 2016

Previous inspection date

26 September 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:	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:**

- Opportunities for children to explore a broad range of challenging and stimulating experiences across all areas of learning within the environment are limited.
- The quality of teaching is inconsistent. There are missed opportunities to support and extend children's thinking and learning.
- Self-evaluation is not fully targeted on teaching and does not identify the improvements required to raise the quality of children's learning experiences.

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

- The childminder provides parents with a range of information about their children's care and learning, in order to keep them informed of their child's progress.
- Children learn simple routines that help to promote their good health and hygiene.
- The childminder is enthusiastic and has developed close, nurturing bonds with children. Children are happy and well cared for.
- The childminder is aware of the importance of healthy lifestyles. She provides a range of healthy and nutritious snacks and ensures children have regular opportunities to develop physical skills outdoors.

## What the setting needs to do to improve further

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

### Due Date

- ensure children have opportunities to explore a broad range of challenging and stimulating experiences across all areas of learning and development. 11/03/2016

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

- make the most of all opportunities to support and extend children's thinking and learning
- strengthen self-evaluation and focus more consistently on the quality of teaching and learning to promote improvement and better outcomes for children.

## 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 and childminder jointly evaluated an activity provided.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of adults residing within the home.
- The inspector took into account the views of parents provided in written form.

## Inspector

Denise Farrington

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The arrangements for safeguarding are effective. The childminder understands her responsibility to protect children from harm. She knows who to contact should she have concerns about a child's welfare. The childminder is mindful of children's safety. She checks the environment on a regular basis and takes appropriate steps to minimise any risk of harm to children. The childminder monitors children's progress. She observes children as they play and assesses their learning. The childminder uses her knowledge of what children can do to plan the next steps in their learning and development. However, experiences do not always offer sufficient challenge in all areas of learning, in order to ensure children make the best possible progress. The childminder considers the views of parents and children when evaluating the quality of her provision. However, this does not fully enable the childminder to identify aspects of her teaching practice which require further improvement.

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

The childminder guides children and makes suggestions about what they may like to play with next. She sings songs and reads stories to support their developing language skills. The childminder uses children's first language to introduce new English words as they play. However, there are inconsistencies in the quality of teaching and children's learning experiences. The childminder does not regularly make the most of opportunities to develop children's thinking skills and extend their learning as they play. This means children are not always effectively challenged in their learning and development. The childminder regularly informs parents of their child's progress and has developed links with the local schools attended by some children.

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

Since her last inspection the childminder has improved the quality of basic resources available to children. However, opportunities for children to access a wide range of experiences which fully supports them to develop skills across all areas of learning and development have not been fully developed. The childminder is warm and nurturing in her approach with young children. She readily offers praise and encouragement. The childminder encourages parents to share information about their child's interests and routines on entry. The childminder uses this information to help children to settle and develop their sense of belonging. Children enjoy their time with the childminder and quickly settle. The childminder manages children's behaviour well. She helps them to understand what behaviour is appropriate and to be responsible for their own actions. The childminder attends local toddler groups which help to support children's developing social skills.

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

The childminder teaches some basic skills in order to prepare children for the next steps in their learning and eventual move to school. Children, generally, demonstrate progress which is typical for their age. However, inconsistencies in the quality of teaching mean that children do not always make the best possible progress.

## Setting details

<b>Unique reference number</b>	EY442925
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1037129
<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>	2 - 2
<b>Total number of places</b>	3
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	26 September 2012
<b>Telephone number</b>	

The childminder was registered in 2012 and lives in Fallowfield, Manchester. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 4 and supports children who speak English as an additional language.

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