

Childminder Report

Inspection date

24 March 2016

Previous inspection date

12 November 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		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder does not ensure that all required records relating to childminding are kept. She does not make a daily record of the hours that children attend.
- Information gathered from parents when children first start, focuses mainly on care routines and does not provide the childminder with enough information about what children already know and can do.
- Sometimes, the organisation of activities does not fully support children's learning as they have to wait for activities to start and begin to lose interest.

It has the following strengths

- The childminder uses a range of techniques to promote positive behaviour. She treats children with respect and encourages them to interact well with each other and develop good social skills. Children know what is expected of them and their behaviour is excellent.
- The childminder interacts well with children and demonstrates good teaching skills. She plays with children and follows their lead, introducing further learning opportunities. For example, she introduces new vocabulary, colours, shapes and numbers. This contributes to the good progress that children make.
- Children have developed excellent bonds with the childminder. Children are settled, confident and enjoy their time at the childminder's home. They demonstrate a secure sense of belonging and they independently access a range of resources to support play.
- The childminder provides the children with a healthy diet and a range of home-cooked foods. She takes the children out daily where they engage in physical activities and get plenty of fresh air. This helps children to develop healthy lifestyles.

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 |
|--|-----------------|
| ■ maintain a daily record of children's hours of attendance. | 07/04/2016 |

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

- strengthen the information gathered from parents when children first start so that initial assessments of their learning are used to inform planning even further
- review the organisation of activities to keep children interested and to maximise their learning even further.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector conducted a tour of the parts of the childminder's home used for childminding.
- The inspector observed a planned activity and jointly evaluated this with the childminder.
- The inspector looked at relevant documentation, such as a sample of policies, children's assessment records and evidence of the suitability of the childminder.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector

Savine Holgate

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder evaluates her practice and seeks the views of parents and children as part of this process. However, the childminder does not keep a daily record of the hours that children attend. The impact on children's safety and welfare is not significant as the childminder knows how many children she has and follows up any absences. The childminder is flexible and offers a service based on the needs of her families. The arrangements for safeguarding are effective. The childminder has a good understanding of the signs of abuse and the procedures for reporting concerns. She completes regular risk assessments of her home and before going on outings. She talks to older children about potential risks, such as keeping small items away from younger children. This helps to keep children safe. The childminder attends regular training sessions which help her to update her skills and knowledge.

Quality of teaching, learning and assessment is good

Once children have settled, the childminder observes them and assesses their learning which helps her to plan effectively for their next steps. The childminder has high expectations of children and, generally, plans a variety of challenging experiences based on their learning needs and interests. Parents are well informed about their child's progress and the childminder offers advice on how they can support learning at home. The childminder engages young children in rhyme time, using props, and children join in with excitement. This helps to promote children's early language development. Young children concentrate intently on tasks of their own choosing. They place wooden rings onto a stick. The childminder offers praise and encouragement and they cheer with delight when they succeed. The childminder encourages children's creativity. For example, as they make cards for Easter, children paint using a variety of different-sized brushes and place small pieces onto their card using their finger and thumb. This helps to promote their physical skills.

Personal development, behaviour and welfare require improvement

Children are happy and settled. However, the weakness in leadership and management does not fully underpin the safe and effective management of the setting. The childminder maintains a regular two-way flow of information with parents about children's care routines. This helps her to support children's emotional and physical well-being. She recognises young children's signs of hunger and tiredness and supports this effectively. She takes children on a wide variety of outings to local parks, groups and further afield. Children have plenty of opportunities to socialise with other children which helps them to develop good social skills. The childminder provides a range of books, resources and planned activities to help support children's understanding of different cultures.

Outcomes for children are good

Children make good progress in their learning and are working comfortably within the range of development typical for their age. They are eager, self-motivated and enjoy learning. They are successfully gaining the skills they need for the next stage in their learning and their eventual move to school.

Setting details

Unique reference number	EY444950
Local authority	Manchester
Inspection number	1037183
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 6
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	12 November 2012
Telephone number	

The childminder was registered in 2012 and lives in the Withington area of Manchester. She operates all year round from 8am until 6.30pm, Monday to Friday, except bank holidays and family holidays. She provides funded early years education for two- and three-year-old children.

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