

Childminder Report

Inspection date

1 April 2016

Previous inspection date

19 September 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not met	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Self-evaluation does not sufficiently inform the setting's priorities and set challenging targets to secure continuous improvement. It does not include the views of parents and children.
- The childminder does not use the information gained from her observations of children to plan activities or identify the next steps in their learning. This means that some areas of learning are not thoroughly planned for. Children make steady progress in their learning.
- The childminder's programme of professional development does not focus strongly enough on refreshing her knowledge and developing further skills to raise the quality of teaching.

It has the following strengths

- The childminder's home is warm and welcoming, with a good range of resources for children to independently select.
- The childminder has good relationships with parents and they are complimentary about the service that she provides.
- The childminder is calm and caring and children are happy and enjoy the time they spend in her home. She is a good role model and children are well behaved and confident in her care.
- The childminder provides children with good opportunities to develop their language and communication skills. She listens well to children and offers new words to further extend their vocabulary.

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 observations of children's learning to plan activities and identify next steps to further support their progress across all areas of learning. 01/07/2016

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

- improve the focus of self-evaluation to inform the setting's priorities and set challenging targets to secure continuous improvement and include the views of parents and children
- update and refine the programme of professional development to enrich knowledge and skills and strengthen the quality of teaching.

Inspection activities

- The inspector observed the quality of teaching during activities and daily care routines and assessed the impact this has on children's learning and development.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector took account of the written views of parents.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures.
- The inspector checked evidence of the childminder's suitability and qualifications.

Inspector

Emma Barrow

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder does not yet use an effective self-evaluation procedure to inform the setting's priorities and set challenging targets to secure continuous improvement. The views of parents and children are not included in this process. The childminder does not regularly further her own knowledge to help her identify personal strengths and weaknesses. Arrangements for safeguarding are effective. The childminder ensures that mandatory training is undertaken. This contributes to her understanding of the procedures to follow should child protection concerns arise. The childminder creates a safe play environment and implements risk assessments to identify any potential hazards. The childminder understands and completes the progress check for children between the ages of two and three years. She works closely with parents and is confident to seek advice from other professionals, when intervention may be required.

Quality of teaching, learning and assessment requires improvement

The childminder listens carefully to children and responds appropriately to support and promote ongoing language development. Children speak confidently and the childminder asks appropriate questions to help them extend their thinking during play. She responds well to young children's attempts to use language, supporting them effectively to develop their early communication skills. Children are learning to develop their mathematical skills through play. The childminder supports them to recognise and think critically about numbers and they enjoy counting together. She sensitively joins children in their play and extends their learning through responsive interactions. Young children enjoy playing with interactive resources that stimulate their curiosity and promote their sensory skills. The childminder makes written observations of children, however, she does not use the information gained from these observations to plan for children's next steps in learning. As a result, activities do not have a clear focus to ensure that children are consistently making good progress in their all-round learning and development.

Personal development, behaviour and welfare are good

The childminder is a positive role model for children and they share a good relationship. She sets clear and consistent boundaries and children respond well; their behaviour is good. The children enjoy taking trips out to the local park, which help to support their physical development. They talk excitedly about how they like to use the large play equipment, such as the slide, or how they enjoy feeding the ducks. The childminder helps to support children's growing imagination. She listens well to children and provides a narrative to extend their thinking. The childminder has an effective settling-in procedure that ensures a smooth transition from home. She works in partnership with the parents, following their children's routines and care needs. This helps to promote children's self-esteem and emotional well-being.

Outcomes for children require improvement

Children are making steady progress and are generally working within their age-related expectations. Overall, children are supported to develop the basic skills they will need in preparation for the next stage in their learning and the move to school.

Setting details

Unique reference number	EY401865
Local authority	Salford
Inspection number	995941
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	19 September 2014
Telephone number	

The childminder was registered in 2010 and lives in Swinton, Manchester. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

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