

# Childminder Report

**Inspection date**

8 April 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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 does not always plan a suitable range of activities and play experiences that offers children challenge, particularly those children who are older and more able.
- Partnerships with other early years provisions children attend are not focused enough on sharing children's development information, to help them make good progress overall.

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

- The childminder has recognised the implications of identified weaknesses in the organisation of her provision and has made amendments to her working practices and documentation.
- The childminder completes a range of assessments, including the progress check for children between the age of two and three years. In addition, she makes observations of children's play and uses these to track the progress they are making.
- Partnerships with parents are strong. Parents are very complimentary about the care and learning their children receive. They feel that they are well informed about their child's progress and can continue to support their learning at home.
- Children are genuinely happy in the care of the childminder. They laugh, smile and show affection towards each other. This helps to foster children's emotional well-being.

## What the setting needs to do to improve further

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

### Due Date

- plan and provide children with activities and play experiences that offer them challenge. 13/05/2016

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

- improve partnerships with other early years provisions that children attend.

## Inspection activities

- This inspection was carried out as a result of a risk assessment, following information received from the provider.
- The inspector observed the quality of teaching during activities inside and outdoors, and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation with regards to children's safety and welfare, including documentation updated in light of an incident.
- The inspector spoke to the childminder, co-childminder and children at appropriate times during the inspection.
- The inspector checked evidence of the childminder's training and qualifications and the suitability of the household members.
- The inspector took account of the views of parents from written information and spoke to a small selection of parents during the inspection.
- The inspector discussed the childminder's current procedure for self-evaluation.

## Inspector

Joanne Parrington

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The childminder appropriately notified Ofsted of a recent incident where children were left in the school playground for a short period of time. The childminder and co-childminder immediately carried out a review to prevent this from happening again. Due to the action that has been taken, the arrangements for safeguarding are effective. Risk assessments, particularly for school collections and general outings, now ensure procedures promote children's safety and that children are supervised effectively. General accountability and responsibility for children while on outings are in place and determine which childminder is assigned to specific children at designated times. The childminder has a current paediatric first-aid qualification and has attended designated person training for safeguarding. She has a secure understanding of safeguarding procedures, such as, the procedure to follow if she had concerns about a child in her care. Partnerships with other childminders and the local authority are strong.

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

The childminder is qualified and has strong access to training to aid her teaching practice. She interacts warmly with children during their self-chosen activities. Children have suitable opportunities to learn about shapes, colours and numbers. They enjoy labelling their skittles and putting them in order ready to knock down. Older children confidently recite small numbers. However, at times the childminder is over directive and does not offer children sufficient challenge, particularly older or more-able children. Assessments are accurate and show that children make steady progress. The childminder regularly reviews and monitors children's progress and shares information with parents. However, partnerships with other settings children attend are not as effective. The childminder gains care information daily, but has not considered ways in which sharing individual information about progress may achieve better outcomes for these children.

### Personal development, behaviour and welfare require improvement

The childminder creates a safe place for children to play and explore within her home. All resources are of a good quality and are plentiful for the mixed age group she cares for. Children have good access to the outdoors and attend a range of clubs and events within the community. This helps to build their social skills and awareness of other cultures and religions. The childminder cooks fresh, home-made meals daily and takes into account children's specific dietary needs. Children's behaviour, on the whole, is good. On occasions when children become a little restless, the childminder handles these situations well. She is consistent in her approach and reinforces the house rules.

### Outcomes for children require improvement

Children are not making sufficiently good progress in their learning and development. However, they are becoming confident, independent individuals and master everyday routines, such as putting on their coat and taking off their wellington boots. Children are generally prepared for their next stage in learning and they learn some skills to help them when the time comes to move on to school.

## Setting details

<b>Unique reference number</b>	EY480182
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1044941
<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>	1 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder was registered in 2014 and lives in the Chorlton area of Manchester. She with another registered childminder during term time and on her own during the school holidays. She operates all year round from 8am to 5.30pm, Tuesday to Friday, with the exception of family holidays. The childminder holds an appropriate qualification at level 2. She provides funded early education for two-, three- and four-year-old children.

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