

Childminder Report

Inspection date	25 May 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Not applicable	4
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Risk assessments are not used effectively to identify or remove hazards. This means that children's safety is compromised.
- The childminder has a weak knowledge of the learning and development requirements. She does not have an adequate understanding of how to plan play experiences that help children learn.
- The childminder offers a very limited range of resources and activities to help support and promote children's interests. Children are not engaged and motivated to learn.
- The childminder has not established highly effective links with other settings that children attend. She does not complement the learning that takes place in school.
- The childminder does not evaluate her practice accurately to identify and target key weaknesses. She has not taken sufficient action to improve her knowledge and understanding of the early years foundation stage.

It has the following strengths

- The childminder supports hygiene practices. Children wash their hands independently before meals and the childminder explains the reason why, to aid children's understanding.

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
■ improve safety awareness and use effective risk assessments to identify all potential risks to children's health and well-being and take appropriate action to remove or minimise risks to keep children safe	20/06/2016
■ develop knowledge of the learning and development requirements, in order to meet children's individual needs	25/07/2016
■ provide a good range of stimulating learning experiences and resources to support children's individual interests and stages of development.	04/07/2016

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

- strengthen arrangements for exchanging information with schools that children attend, in order to share more information to complement their learning
- improve systems for self-evaluation, establishing a programme of professional development to improve the quality of the provision.

Inspection activities

- The inspector looked at a selection of documentation, including children's information, certificates, policies and procedures. The inspector also looked at the evidence of the suitability checks for all adults living in the household.
- The inspector had a tour of the areas of the premises where childcare is provided.
- The inspector observed children involved in a planned activity and discussed the outcomes of the activity with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of verbal feedback from parents.

Inspector

Nicola Hall

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. Although, the childminder is aware of the signs and symptoms of abuse and understands the importance of sharing information should she have concerns about children's welfare, she does not effectively assess risks to minimise all hazards. For example, she does not recognise or take action to remove a potentially dangerous pile of plastic casing in her garden. Children's safety is also compromised within the home environment. During the inspection, children climbed and switched on electrical equipment, including kettles and toasters. These limitations in safeguarding measures put children's safety at significant risk. The childminder does not use self-evaluation effectively to identify weaknesses in her provision. She has not reflected on or addressed her lack of knowledge of the learning and development requirements. In addition, the childminder has not recognised the importance of accessing professional development opportunities to improve her knowledge of supporting early years children. The childminder has a positive relationship with parents. She shares information on a regular basis about their children's care. This helps support some consistency in care.

Quality of teaching, learning and assessment is inadequate

The childminder has a very poor understanding of how to support children's learning and development. Her knowledge of effectively conducting observations and undertaking assessments is limited. Although children in the early years age range currently only attend before and after school, the childminder has every intention of looking after children during the day in the near future. The home environment is severely lacking in opportunities and resources that interest, occupy and motivate children. For example, children explore a game consisting of complex cards and letters, quickly losing interest as it is not suitable for their ages. One jigsaw is among the limited toys available and consists of one thousand small pieces, being too challenging for early years children. The childminder liaises with schools children attend to support her knowledge of their learning. However, the information she gathers from key persons is not detailed enough to help complement children's development. The childminder occupies children with some activities. For example, she provides play dough, glue, glitter and scissors. Children construct alien monsters with the materials and enjoy spreading glue on their creations. Although children enjoy some parts of the activity, the activity lacks interest, because the childminder fails to keep them engaged through any purposeful learning.

Personal development, behaviour and welfare are inadequate

The weaknesses in the childminder's understanding of potential risks and the unstimulating environment compromise children's welfare. Children's behaviour is often disruptive and they argue among themselves frequently. However, the childminder does encourage sharing and turn taking. She has a courteous, calm manner which suitably supports children's well-being. Healthy lifestyles are promoted and children enjoy eating nutritious meals, including meat dishes and vegetables. Children's physical skills are promoted through activities, such as walks outside around the community and playing on the swing in the large garden.

Outcomes for children are inadequate

Children are not motivated to learn. Limited resources and activities are uninspiring. Children spend large amounts of time watching television. They are not supported to develop the skills they need for the next stage in their learning.

Setting details

Unique reference number	EY461042
Local authority	Salford
Inspection number	944178
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 7
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2013 and lives in Eccles. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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