

Childminder Report

Inspection date

27 June 2016

Previous inspection date

13 January 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	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:

- The childminder does not fulfil her responsibility to complete the required progress check for children between the ages of two and three years.
- The childminder does not use assessment effectively to track children's achievements. She also does not effectively plan for their next steps or to identify any gaps in their learning.
- The childminder does not gather adequate information about children's capabilities and individual needs from parents on entry.
- The childminder does not identify and act on areas of weaknesses to continually improve the quality of her practice and provision.

It has the following strengths

- Children enjoy outings to community groups and clubs. These experiences help to effectively promote children's social and physical development.
- Children continually access toys and activities of their choice. This contributes to children being confident, independent learners.
- Overall, the childminder is caring and supportive of children's individual needs. She focuses on settling children well, which helps them to quickly develop close attachments with her.
- Children's behaviour is good. This is because the childminder has clear and consistent rules and routines in place.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ complete the progress check for children between the ages of two and three years, to identify and address any emerging gaps in their development and provide parents with a summary so they are well informed	27/07/2016
■ make effective use of assessment to track children's progress, close any gaps in their development and plan accurately for the next steps in their learning so that they make good progress	27/08/2016
■ gather information about children's capabilities and individual needs from parents on entry to ensure their learning and emotional well-being are effectively supported.	27/09/2016

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

- improve the process of self-evaluation to clearly identify any areas for the development of practice that improve outcomes for children.

Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector viewed the premises, toys and equipment.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability of all adults living in the household and looked at a selection of policies and procedures, including safeguarding and self-evaluation.
- The inspector took account of the written views of parents.
- The inspector sampled children's assessment records and planning documentation.

Inspector

Emma Barrow

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder does not yet have effective systems in place to accurately monitor children's progress. This means it is not clear how much progress they are making and whether gaps are closing in their learning. The arrangements for safeguarding are effective. The childminder has a suitable knowledge of child protection procedures and understands what to do should she have a concern about the welfare of a child in her care. The childminder undertakes regular risk assessment checks in her home to maintain a safe environment for children to play in. The childminder has not yet precisely identified weaknesses in her practice in order for children to make the best possible progress. Partnerships with parents are, generally, good. However, the childminder does not complete the required progress check for children between the ages of two and three years. This means that she does not provide parents with a written summary of children's development.

Quality of teaching, learning and assessment requires improvement

The childminder provides activities and resources according to children's interests and observes them regularly as they play. However, she does not use this information well enough to plan for children's individual next steps in learning. The childminder sits alongside children and joins in their play. She promotes children's language and understanding of early mathematical concepts. The childminder models good vocabulary and provides children with opportunities to develop their understanding of counting and shape. She adds additional resources and continually talks to children, providing new words to build on their language. Children experiment with glue and pasta and make marks on paper. This helps extend their sensory experiences and supports their early writing skills.

Personal development, behaviour and welfare require improvement

The childminder does not gather enough information from parents to help her meet children's care and learning needs effectively when they first start. Nevertheless, the atmosphere is welcoming and, overall, children have established secure relationships with the childminder. She provides a suitable range of toys and resources for children to explore. She listens to children and allows them to make decisions and have choices. The childminder thanks them for being helpful and encourages them to be kind. This supports children's self-esteem and they feel valued. Appropriate daily routines, such as nappy changes, meals and rest times, help to ensure that children are happy and their welfare is supported. They are encouraged to develop a healthy lifestyle and have regular opportunities to exercise. These include trips to the park, clubs and use of the garden.

Outcomes for children require improvement

Children, overall, gain the basic skills that prepare them for their future learning. They are generally motivated, enthused and show a suitable level of concentration. However, children do not make maximum progress because their development is not effectively monitored or tracked.

Setting details

Unique reference number	307411
Local authority	Salford
Inspection number	1044788
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	13 January 2015
Telephone number	

The childminder was registered in 1993. She lives in Little Hulton, Manchester. She operates from 7am to 5pm, Monday to Friday, all year round, except bank holidays and family holidays. The childminder has an appropriate early years qualification at level 3.

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