

Childminder Report

Inspection date

24 June 2016

Previous inspection date

15 August 2013

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		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 maintain a daily record of children's hours of attendance. This means their safety is compromised in the event of an emergency.
- The quality of teaching and planning is variable. The childminder does not respond to children's emerging interests. Activities do not challenge them sufficiently to help them make the best possible progress.
- The childminder does not work effectively with other early years settings that children attend. This does not ensure a fully consistent approach to meeting children's care and learning needs.
- The childminder does not use self-evaluation effectively to identify her strengths or priorities for improvement.

It has the following strengths

- Children feel safe and secure. They form strong attachments to the childminder. These help to develop their emotional well-being and they make some steady progress in their learning.
- The childminder has effective systems in place to share information with parents about what children have been doing each day. She suggests ideas to support learning at home.
- The childminder offers praise and encouragement to boost children's confidence and self-esteem.

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
■ keep a daily record of children's hours of attendance	08/07/2016
■ improve the quality of teaching and planning, respond to children's emerging interests and ensure activities provide rich and challenging experiences to help them make the best possible progress	29/09/2016
■ develop partnerships with other settings that children attend to ensure they benefit from a fully consistent approach to their care and learning.	29/09/2016

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

- develop systems for self-evaluation that identify strengths and areas for improvement.

Inspection activities

- The inspector observed learning activities in the childminder's home.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures.

Inspector

Farzana Iqbal

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder does not accurately record children's daily hours of attendance. However, this has a minimal impact on the welfare of children as her understanding of safeguarding is secure. The childminder understands the signs and symptoms of abuse and knows the procedures to follow if she had concerns about children's welfare. This helps to keep children safe. The arrangements for safeguarding are effective. The childminder carries out suitable risk assessments of her premises and outings. She supervises children appropriately, in order to reduce possible hazards. The childminder has addressed recommendations from the last inspection. However, she does not effectively reflect on her practice to identify strengths and weaknesses in her provision. This means that she does not prioritise areas to improve her setting.

Quality of teaching, learning and assessment requires improvement

The childminder observes and monitors children's progress regularly. However, she does not use her observations to effectively plan and deliver challenging activities. This does not extend children's learning further. The childminder has not established effective relationships with other settings children attend. This does not support a consistent approach to their care and learning. The childminder interacts with children and engages in conversation to support their basic skills in communication. For example, she encourages imaginary role play as children pretend to make breakfast and cups of tea. Children develop their early literacy skills. For example, they show control in using crayons and pencils and enjoy reading books together.

Personal development, behaviour and welfare require improvement

Generally, children demonstrate good behaviour and developing independence. For example, they follow instructions well and help to tidy up toys. Children mostly enjoy their play. However, the childminder does not consistently respond to children's emerging interests when they request activities. This does not fully develop their interests and motivation and they do not lead their own play. There is a clear focus to help children settle when they start the setting. The childminder ensures she meets children's individual care needs. She uses daily routines, such as mealtimes to develop children's awareness of health and hygiene. Children are offered nutritious meals and fresh drinking water. They have daily opportunities for physical activities to help them engage in healthy lifestyles. The childminder has positive relationships with parents. She shares daily information about their child's care and activities.

Outcomes for children require improvement

Overall, children make suitable progress in relation to their starting points. They are confident and show enthusiasm to learn. However, they lose interest at times as they cannot fully direct their own play. Children demonstrate growing confidence in their communication skills. They are developing some of the key skills they will need for their future learning.

Setting details

Unique reference number	316247
Local authority	Rochdale
Inspection number	1043193
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	15 August 2013
Telephone number	

The childminder was registered in 1998 and lives in Rochdale. The childminder cares for children all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 3 childcare qualification.

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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