

Childminder Report

Inspection date

14 July 2016

Previous inspection date

9 July 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
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

- Since the last inspection, the childminder has received guidance from her local authority. However, the impact of this has been ineffective. There are significant weaknesses in meeting many of the learning and development requirements.
- The quality of the childminder's teaching is inconsistent and, at times, poor. She does not have a good understanding of how children of different ages learn. This means children are not engaged in purposeful play or supported to master new skills.
- Assessments of children's progress are not complete or accurate.
- Younger children are not supported to progress in their communication and language, physical skills, or personal, social and emotional development. In addition, aspects of their care and emotional well-being are not effectively supported.
- Older children are not well prepared for their next stage in learning. Activities do not offer challenge or help them learn the skills needed in readiness for school.
- The educational programme is weak. Children do not receive a variety of play experiences that meets their individual needs, interests or what they need to learn next. Furthermore, the limited resources available do not help children develop skills for themselves. Children's outcomes are poor.
- The childminder does not make sure that all risks children may be exposed to are effectively assessed and reviewed. This is in relation to the childminder's pets.

It has the following strengths

- Parent partnerships are in place. Parents comment that they are happy with the care the childminder provides.

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
■ develop knowledge and understanding of the different ways children learn so that outcomes for children improve	31/08/2016
■ complete assessments of children's learning accurately and use the information gained to plan a range of play experiences to drive their learning forward	15/08/2016
■ ensure younger children receive play experiences that strongly focus on promoting their communication and language, physical development and personal, social and emotional development	15/08/2016
■ ensure that appropriate care practices are in place to support children's emotional and physical well-being, with particular regard to meeting children's need to sleep	15/08/2016
■ ensure older children are provided with a rich and varied range of experiences that offers them challenge and helps them learn new skills that better prepare them for school	15/08/2016
■ ensure that the educational programmes involve activities and play experiences that cover the seven areas of learning and take into account children's individual needs, interests and what they need to learn next	15/08/2016
■ ensure children are not exposed to unnecessary risks from family pets.	15/08/2016

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

- provide a stimulating environment that helps motivate children to learn and be engaged in discovering things for themselves.

Inspection activities

- The inspector observed the childminder engaging with children and assessed the impact this has on their learning.
- The inspector looked at children's assessment records and discussed the systems for planning children's play experiences.
- The inspector and childminder evaluated an activity that the childminder had delivered.
- The inspector viewed a sample of policies, including some risk assessments. She viewed the childminder's safeguarding policy and discussed the procedure the childminder would follow if she had a safeguarding concern.
- The inspector spoke to the childminder and children at appropriate times during the inspection and took account of the views of parents from written information.
- The inspector checked evidence of the childminder's training and qualifications and the suitability of the household members.

Inspector

Joanne Parrington

Inspection findings

Effectiveness of the leadership and management is inadequate

The childminder does not ensure that all risks children may be exposed to are identified effectively. This is in relation to her family pets. During the inspection, the childminder's cat was observed to react negatively towards one of the children. The childminder did remove the cat after the incident. However, she has not considered how she can ensure this type of incident does not occur again. Nevertheless, the childminder's knowledge of recognising signs and symptoms of abuse and the procedures she would follow is sound. The arrangements for safeguarding are effective. The childminder has an appropriate home based childcare qualification at level 3. However, she does not make good use of the knowledge she has gained through training to improve outcomes for children. The childminder does not have a suitable understanding of the early years foundation stage, and weaknesses in meeting the learning and development requirements remain. The childminder completes a process of self-evaluation. She has made some positive changes to the outdoor provision and introduced parent newsletters.

Quality of teaching, learning and assessment is inadequate

The support and guidance the childminder has received have had no positive impact on her practice. Her understanding of how to effectively use the systems she has been given is not effective. This has resulted in further weaknesses. Assessments completed of children's progress are not complete and are not accurate. This means she is unable to plan an educational programme that supports children's individual needs, interests or what they need to learn next. The childminder's teaching is inconsistent and, at times, is poor. Her lack of understanding of how children of different ages learn has a further impact on the progress they make. For example, the childminder attempts to read a story to younger and older children. She has some props to aid their involvement. However, younger children do not like the masks on their faces and show their disapproval. They quickly become disengaged and leave. As they have very few other toys or resources, they soon become upset. The childminder tries to talk to the younger children and continue to read the story to the older children. This reduces the level of learning older children experience. However, when younger children sleep, older children receive some better interactions from the childminder on a one-to-one basis. For example, as they play with dough, she shows them how to use the tools to cut around the shapes they have made.

Personal development, behaviour and welfare are inadequate

Younger children's individual emotional needs and well-being are not considered sufficiently. They are not allowed to sleep when they need to, even though they show signs of being tired. Their requests are ignored and this results in them becoming distressed. Older children's behaviour is generally good. They show patience and compassion towards the younger children. Children have opportunities to be physically active, both in the childminder's home and on outdoor adventures. Children are provided with home-cooked meals and fresh fruit and vegetables, helping them develop healthy lifestyles. Older children are developing some independence as they attend to their own personal care routines.

Outcomes for children are inadequate

Younger and older children do not receive high-quality learning experiences. As a result, outcomes for all children are poor. Younger children are not supported to build a solid foundation in communication and language or physical, personal, social and emotional development. Older children are not well prepared for school as they do not make adequate progress in their learning and development. Activities lack challenge and toys and resources available do not enthuse them to be actively involved in their learning. This means children do not learn new skills in preparation for the move to more formal education.

Setting details

Unique reference number	EY358245
Local authority	Rochdale
Inspection number	1051159
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	9 July 2015
Telephone number	

The childminder was registered in 2007 and lives in the Middleton area of Rochdale. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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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