

Childminder Report

Inspection date

22 July 2016

Previous inspection date

30 July 2014

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 share sufficient information with parents about their children's abilities, attainments or progress. This means parents are not able to fully contribute to their children's future learning and development.
- The childminder does not have a good enough knowledge of how to help children develop some aspects of their understanding of the world.
- The childminder has not fully implemented an ambitious programme of professional development to enhance the quality of teaching and extend her skills and knowledge.
- The childminder does not use self-evaluation systems to assist her to continually meet the legal requirements. She has not identified any areas of weakness in her practice and does not encourage parents to share their views and feedback.
- The childminder does not monitor the ongoing development of children to enable her to quickly close any gaps in their learning or help them to make good progress.

It has the following strengths

- Children's communication and language development are supported well. The childminder frequently involves children in conversations, models language and encourages them to correctly pronounce words.
- Children form secure attachments and develop positive relationships with the childminder, who has a caring and friendly approach. This effectively promotes 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
■ increase the sharing of information about children's progress with parents to support them to actively contribute to and extend their children's learning and development	19/08/2016
■ improve the educational programme for understanding the world, in order to provide opportunities for children to explore and learn about people, communities and technology.	19/08/2016

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

- establish an ongoing programme of professional development to enhance the quality of future practice and strengthen teaching skills
- develop systems to evaluate all aspects of the childminding provision, in order to consistently meet legal requirements and drive ongoing improvements that include the views of parents
- enhance the monitoring of children's ongoing progress to quickly identify and address any gaps in their learning and development.

Inspection activities

- The inspector viewed all areas accessed by children.
- The inspector observed play and learning opportunities for children.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at and discussed a range of records, policies and procedures with the childminder, including evidence of qualifications and the suitability of all adults living in the household.

Inspector

Rachel Enright

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The childminder is fully aware of the importance of protecting children from harm. She knows who to contact if she has any concerns and can identify potential signs and symptoms of abuse. The childminder implements a suitable range of written policies and procedures to help promote children's welfare. She also ensures children play in a safe and secure environment. The childminder has made some changes and has addressed the action raised at her previous inspection. For example, she is now making better use of her observations to help her identify children's next steps in learning. However, the childminder has not sufficiently addressed one of the recommendations. She has a limited understanding of how to evaluate her daily practice and does not take into account the views and opinions of parents. In addition, the childminder has not established a regular programme of continuous professional development to enhance her teaching skills.

Quality of teaching, learning and assessment requires improvement

The childminder provides children with a selection of adult-led and child-initiated activities. This helps children to, generally, remain engaged and motivated. The childminder develops children's mathematical skills. She encourages children to count and talk about shape, size, height and colour. However, the childminder has not established an effective system for monitoring children's development and does not always recognise gaps in their learning to ensure they make the best possible progress. The childminder has established links with local primary schools and discusses relevant information with teachers. This helps to support children with their future move on to the next stage in their learning.

Personal development, behaviour and welfare require improvement

Children follow clear hygiene practices and develop their self-care skills. The childminder involves children in community activities and outings in the local area, enabling them to socialise with others and enhance their physical skills. The childminder ensures she obtains information from parents about their children's achievements and capabilities on entry to the setting. However, she does not share information about children's ongoing progress with parents to enable them to support their children's learning at home. The childminder appropriately manages children's behaviour. She provides them with clear explanations to help them gain an awareness that their actions have consequences.

Outcomes for children require improvement

All children make steady progress and develop some of the key skills in readiness for school. They show concentration and develop their problem-solving skills, for example, as they participate in construction activities where they build structures. However, children's understanding of people, communities and technology is not sufficiently promoted. Children respond well to the childminder's questions and are encouraged to think for themselves. They are happy, relaxed and confident in their surroundings.

Setting details

Unique reference number	312251
Local authority	Tameside
Inspection number	1044326
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 9
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	30 July 2014
Telephone number	

The childminder was registered in 1990 and lives in Dukinfield, Tameside. The childminder operates all year round, from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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