

# Childminder Report

**Inspection date**

20 July 2016

Previous inspection date

18 March 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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:**

- Children's learning from home is not always discussed with parents early enough when they first start or in enough detail on an ongoing basis to enable the childminder to plan experiences which build from their prior learning.
- The childminder has not fully implemented an ambitious programme of professional development to enhance the quality of teaching and to continually extend her skills and knowledge.
- The childminder does not consistently use self-evaluation systems to review and monitor the service she provides. She has not identified all areas of weakness in her practice and does not always encourage parents to share their views and feedback.

### **It has the following strengths**

- The childminder ensures the premises are safe and secure. She reinforces boundaries during children's activities and daily routines to help them to gain an understanding of how to keep themselves safe.
- The environment is warm and homely and the childminder has a caring and nurturing approach. Children have formed strong bonds and are happy and content. This effectively promotes their emotional well-being.
- The childminder supports children's physical development well. Children thoroughly enjoy being active in the outdoor area, build their coordination skills and learn to take suitable risks.

## 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
■ obtain more detail from parents about their children's all-round achievements when they start, and on a regular basis, and use to identify the next steps in children's learning and to support more effective planning	31/08/2016
■ implement a written statement of procedures to be followed in relation to complaints.	10/08/2016

### 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 practice and support children's learning
- develop systems to evaluate all aspects of the childminding provision, in order to drive ongoing improvements that include the views of parents.

### 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 understands child protection procedures and knows who to contact externally if she has any concerns. The childminder has made some changes following her previous inspection and has addressed the action raised. She has now updated her safeguarding knowledge and is fully aware of how to manage any allegations made against herself or anyone living on the premises. However, the childminder has not sufficiently addressed the recommendation. She also does not implement a written complaints procedure. The childminder does not fully understand the benefits of reflecting on her daily practice and has not developed her self-evaluation systems. In addition, she does not always take into account the views of parents and has not established a regular programme of professional development to enhance her teaching skills. This does not fully support continuous improvement.

### Quality of teaching, learning and assessment requires improvement

The childminder interacts well with children. She understands her responsibility to complete the progress check for children between the ages of two and three years. This helps the childminder to identify any gaps in children's development. Children's communication and language development are effectively supported. The childminder talks to children during their play, models language and introduces them to new vocabulary. She also encourages younger children to respond by using gestures and single words. The childminder communicates with parents on a daily basis and ensures they have a general overview of their children's attainments. However, information from parents about what their children know and can do is not gathered early enough to contribute to identifying their starting points, or in enough detail on an ongoing basis, to build on their learning from home.

### Personal development, behaviour and welfare require improvement

Children are encouraged by the childminder to make their own choices and decisions, which enables them to feel valued and respected. Children learn to be kind, considerate and helpful. The childminder uses a calm approach to manage children's behaviour. She provides them with consistent praise to enhance their self-esteem. The childminder supports healthy lifestyles effectively. Children follow clear hygiene practices, develop their self-care skills and discuss the importance of healthy eating and hand washing. The childminder has established links with local primary schools to support children with the move on to the next stage in their learning.

### Outcomes for children require improvement

Activities are not always planned using all available information to help children make the best progress in some areas of their learning. Nevertheless, children gain some of the key skills needed in readiness for school. They are confident and independent. Children show determination as they are involved in a varied selection of fun and exciting activities. They show an interest in books, sing familiar songs and rhymes and make actions and movements to music. The childminder supports children to explore different countries, beliefs and traditions from around the world.

## Setting details

<b>Unique reference number</b>	312155
<b>Local authority</b>	Tameside
<b>Inspection number</b>	1043790
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	18 March 2014
<b>Telephone number</b>	

The childminder was registered in 1997 and lives in Stalybridge, Tameside. The childminder operates all year round, from 8am to 6pm, 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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