

Childminder Report

Inspection date	15 September 2016
Previous inspection date	19 February 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	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 has not addressed the actions for improvement raised at the last inspection swiftly enough. Systems for planning and assessment are in their infancy. They do not sufficiently support what children need to learn next in order to make good progress in their learning and development.
- The childminder has not engaged parents from the onset of care, in their children's ongoing learning and assessment in the setting and at home.
- The childminder has not established a targeted programme of professional development. This limits her ability to drive forward improvements and raise her knowledge of quality early years practice.
- The childminder's system for self-evaluation is not robust enough. She is not consistently using the views of parents to reflect upon the effectiveness of the setting, to identify clear priorities and drive continual improvement.

It has the following strengths

- Children benefit from close relationships with the childminder and their peers. They settle quickly and are happy to play with each other. This helps to support their emotional well-being and self-esteem.
- The childminder effectively promotes children's independence. For example, they peel their own fruit at snack time, wash their own hands and make their own choices in play.
- The childminder supports children to learn about colours and numbers through fun activities. This helps them to develop some key skills in preparation for nursery and school.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ embed systems to observe and assess children's learning and development, to plan experiences which support children's stages of development and precise next steps in learning, to help them make good progress overall 	11/11/2016
<ul style="list-style-type: none"> ■ gather more detailed information from parents about their child's learning and development when they first start and encourage them to contribute their own information to children's ongoing learning and assessment in the setting and at home. 	28/10/2016

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

- develop a focused programme of professional development to target areas for improvement and continue to raise the quality of teaching and learning to a higher level
- gather parents' views when evaluating the effectiveness of the provision and identify and act on areas for improvement quickly to drive forward continual improvement, monitoring the impact of any changes on children's learning and development.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder and held discussions at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as a selection of policies and procedures, children's assessment files and the childminder's training records.

Inspector

Helen Royston

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The childminder carries out daily risk assessments to help create a safe environment for children. She has a suitable knowledge of child protection issues and understands what action to take if concerned about the welfare of a child in her care. The childminder has started to monitor children's development at regular intervals. However, actions for improvement from the last inspection have not been fully addressed. For example, children's starting points in learning are not gathered with parents and observations do not have sufficient detail to identify what children need to learn next. The childminder identifies some strengths and weaknesses in her practice. However, she has not yet focused on the importance of her own continued professional development in order to raise standards further. The childminder is working with an advisory teacher to improve the quality of her service. However, parents' views are not used as part of this process to drive forward changes.

Quality of teaching, learning and assessment requires improvement

The childminder joins in children's play and asks questions to test their understanding. Children attempt to count the number of objects they have found, saying numbers in order. The childminder sensitively shows them how to count accurately, carefully saying one number as she touches each object. Children enjoy sorting objects by colours and talk about different shapes, such as a star. This helps children to develop key skills in preparation for their future. The childminder fosters children's communication well. For example, she praises their attempts at words and models the correct word clearly. She extends the language children use by repeating the words back as longer sentences. The childminder is starting to plan for children's individual needs. However, this is not fully effective due to limited assessment information. Parents are kept informed about their children's progress through verbal discussions and a photograph book. However, they are not encouraged to contribute their views to children's learning in the setting or at home.

Personal development, behaviour and welfare require improvement

Children enjoy exploring toys and activities, both indoors and outdoors. For example, they explore the sounds that different instruments make and practise blowing and catching bubbles. However, activities are not always as well suited for younger children, which sometimes results in them losing interest and concentration. Children play with balls and chalk patterns on the floor. They go on walks in the local area to the lake and park. This helps to promote children's physical well-being. The childminder meets children's care needs, for example, keeping them calm and settled while changing their nappy. Children behave well and happily play alongside each other. The childminder praises children's achievements, for example, clapping and smiling as a younger child walks independently.

Outcomes for children require improvement

Children make some progress in their learning and development. However, this is not assessed securely enough to ensure any gaps in their learning are quickly recognised and closed. Children learn how to communicate and cooperate with others. They grow in confidence and learn how to do things for themselves.

Setting details

Unique reference number	EY433369
Local authority	Rochdale
Inspection number	1043662
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 3
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	19 February 2014
Telephone number	

The childminder was registered in 2011 and lives in Littleborough, Rochdale. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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