

Childminder Report

Inspection date

31 October 2016

Previous inspection date

6 October 2014

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		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The provider has not ensured that all legal requirements are met. Ofsted has not been notified of all persons aged 16 or over living on the premises.
- The provider has failed to ensure that the relevant information has been provided to Ofsted so that the required Disclosure and Barring Service check can be carried out for every person aged 16 or over living on the premises.
- Self-evaluation is not effective enough and does not include the use of parents' and children's views to help identify and plan priorities for improvement.
- The childminder does not have a plan for her own professional development to help ensure that the quality of the provision improves.
- The childminder does not always purposefully interact with children or sufficiently challenge them during play. This means that children do not yet make good progress.
- The childminder does not gather detailed information from parents about children's prior learning when they first attend.

It has the following strengths

- Children are happy and settled in the childminder's care. She is attentive and responsive to their needs. This helps support children's emotional well-being.
- The childminder promotes early language skills well, particularly for those children who speak English as an additional language.
- The childminder supports children to understand equality and diversity in society. She teaches them to respect other people's differences.
- Children are taken to the park and outdoor play areas. This helps support their physical development.

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
■ ensure that Ofsted is notified of the name, date of birth, address and telephone number of any person aged 16 or over living on the premises	07/11/2016
■ ensure that Ofsted is supplied with the required information to check the suitability of all those living on the premises, over the age of 16, in a timely way	07/11/2016
■ improve teaching so that children learn through purposeful play and interaction, and are provided with an appropriate level of challenge to help them make good progress.	06/02/2017

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

- improve self-evaluation and ensure the views of parents and children are included to identify strengths and areas of improvement in order to improve the quality of provision
- develop a plan of professional development to raise the quality of teaching to a good level
- seek more information from parents, focusing on what their children already know and can do when they start, in order to ensure that early planning for children's learning is accurate.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation and evaluated this with the childminder.
- The inspector checked evidence of the childminder's suitability, qualifications, training certificates and risk assessments, and looked at a sample of policies and procedures.
- The inspector held conversations with the childminder and children throughout the inspection.

Inspector

Nicola Hall

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are ineffective. The childminder has not kept Ofsted updated about who is currently living on the premises. Furthermore, suitability checks have not been completed for all persons living in the premises aged 16 or over. However, the childminder has kept her safeguarding knowledge up to date and understands the signs and symptoms of abuse. She is clear about what action to take should she have any concerns about children in her care. Risk assessments are in place and reviewed regularly. The childminder has just started to reflect upon her practice. She has recognised some areas to improve, such as partnerships with parents. However, self-evaluation is not rigorous enough to identify other weaknesses in practice. In addition to this, the childminder does not have a plan of professional development to help raise the quality of teaching.

Quality of teaching, learning and assessment requires improvement

The childminder completes regular observations and assessments. She uses this information to track children's development and identify any gaps in their learning. However, information gathered from parents when children first start focuses more on their care needs rather than their achievements and learning to date. This means that initial planning is not sharply focused to build on children's starting points and capabilities. Children are encouraged to make pictures of spiders. However, the childminder does not always interact purposefully to help support children's learning and understanding during such activities. For example, she paints children's hands without explaining why and is over directive in placing their hands on the paper to form handprints. During other activities, the childminder supports mathematical skills and counts with the children.

Personal development, behaviour and welfare are inadequate

The childminder has not ensured that all legal requirements in relation to safeguarding are met. This compromises children's welfare. However, children do enjoy spending time with the childminder and receive lots of praise. This helps support their confidence and self-esteem. Children are encouraged to be polite and they behave well. The childminder takes the children to various groups in the community. This helps to promote their social skills and knowledge of wider communities. The childminder teaches children about effective hygiene practices. Children wash their hands before eating snacks. The childminder promotes children's independence. Young children are supported to chop bananas and feed themselves.

Outcomes for children require improvement

All children, including those who speak English as an additional language, make some progress. However, the quality of teaching requires improvement to enable children to make good, or better, progress. Children are confident and are keen to explore the available play resources. They show pride in a picture they create using crayons. Children enjoy singing with the childminder and learn new words. They are developing some of the skills they will need for the next stage in their learning and eventual move to school.

Setting details

Unique reference number	EY245483
Local authority	Manchester
Inspection number	1044264
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	6 October 2014
Telephone number	

The childminder was registered in 2003 and lives in Openshaw. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and provides funded early education for two-year-old children.

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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