

# Childminder Report

<b>Inspection date</b>	22 December 2016
Previous inspection date	20 November 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The childminder has not consistently kept an accurate daily record of the names of children who attend and the hours during which they are in her care.
- Systems for self-evaluation are not yet effective in identifying areas for improvement.

### It has the following strengths

- Care practices promote children's motivation to learn and their self-confidence. Children demonstrate secure emotional attachments to the childminder, helping them to be ready to learn. The childminder effectively promotes children's physical and emotional well-being.
- The childminder makes effective use of her long-standing experience to help promote children's good progress. She provides levels of challenge precisely matched to their learning needs, using their interests well to help them concentrate. The childminder monitors children's learning in detail and accurately identifies what they need to learn next.
- The childminder forms highly effective partnerships with parents. She provides many opportunities for parents to be directly involved in their children's learning. The childminder regularly exchanges observations of children's learning with them. She seeks information about children's interests and experiences away from the setting, to help plan for their development.
- The childminder builds on her strong teaching skills through a robust programme of professional development. This contributes to the good progress made by all children, in readiness for school or their next stage in learning.

## 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:

	<b>Due Date</b>
■ maintain an accurate daily record of the names of children and their hours of attendance.	30/01/2017

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

- develop systems to reflect on the provision that bring about continuous improvement.

### Inspection activities

- The inspector viewed the areas of the premises used for childminding.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed an evaluation of teaching with the childminder.
- The inspector looked at relevant documentation related to the provision for children's welfare and learning, along with evidence of checks on the suitability of those living on the premises.
- The inspector and the childminder discussed how the childminder reflects on the provision and viewed relevant documents.
- The inspector looked at documents provided by parents to gain their views of the setting. She spoke to one parent and children at appropriate times during the inspection.

### Inspector

Jennifer Kennaugh

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Information is not always recorded about when children have attended the setting or who has attended at any one time. However, the direct impact on children's well-being and learning is minimal, as the childminder is well aware of which children are present and when. The childminder demonstrates a secure understanding of how to manage children's safety, including on outings. Risk assessments for the premises and outings are comprehensive. The childminder understands the requirement for children to be supervised within both sight and hearing. She has a good knowledge of how to report any concerns she may have about children's welfare to the relevant authorities. The arrangements for safeguarding are effective. The childminder has all required policies in place to help underpin children's welfare. She seeks parents' views to check that the provision continues to meet their children's needs.

### **Quality of teaching, learning and assessment is good**

Children aged under three years make good progress in gaining early numeracy and literacy skills. They describe how a letter 's' looks like a back-to-front number two, showing good thinking and speaking skills. Children enjoy learning letters and sounds, particularly through action songs and rhymes. They enjoy using a wide variety of resources to practise making marks, gaining the skills needed before learning to write. The childminder makes effective use of children's interest in toy vehicles to help them sort and match, checking their knowledge of colours. Teaching is strong enough to promote all children's good progress. This reflects the expertise gained from the childminder's extensive experience and her firm commitment to professional development.

### **Personal development, behaviour and welfare are good**

Children develop their manipulative skills while chopping their fruit independently at snack times. They show a good understanding of when they need to have clean hands, such as before eating. The childminder encourages children to contribute their help and learn to share responsibility, such as for tidying away toys. She teaches children to do this without throwing, learning regard for their own safety and that of others. Children enjoy a wide range of outings, including opportunities to gain confidence when playing in larger groups of children. The childminder provides daily outdoor activities to help children to develop strength and coordination, while taking small but well-managed risks. Although the childminder has sometimes cared for four children in the early years age range, she has ensured their needs are well met.

### **Outcomes for children are good**

Children make good progress towards gaining the skills and attributes needed to be ready for school, including those who receive early funded education. They demonstrate a clear ability to think critically and use what they already know. Children learn very good manners and behave well. They gain the skills needed to be independent, including for managing their hygiene needs. Children learn how to maintain their good health. They gain a positive awareness of diversity. This includes respect for the similarities they share with others, as well as any differences.

## Setting details

<b>Unique reference number</b>	318345
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1080153
<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>	0 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	20 November 2012
<b>Telephone number</b>	

The childminder was registered in 1995 and lives in the Chorlton-cum-Hardy area of Manchester. She operates all year round from 7.45am to 5.30pm, Monday to Friday, except family holidays. The childminder provides funded early education for three-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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Piccadilly Gate  
Store St  
Manchester  
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