

# Childminder Report

**Inspection date**

24 January 2017

Previous inspection date

3 February 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		Good	2
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 complete a written summary of children's development in the prime areas of learning between the ages of two and three years.
- The childminder does not consistently assess children's learning in order to identify any gaps in their development and know precisely what children need to learn next.
- The childminder does not reflect on her practice sufficiently to ensure she plans ongoing improvements for her own development, in order to promote good outcomes for children.

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

- The childminder interacts with children in a positive manner and they readily go to her for cuddles. Children enjoy lots of eye contact with the childminder and she gives them plenty of praise and encouragement. This helps them to build good emotional attachments and promotes children's self-esteem, confidence and good behaviour.
- The childminder understands how young children learn through play. She plans activities that encourage children to use resources that she knows they will enjoy and which will maintain their interest.
- The childminder makes appropriate use of the local area and amenities to offer a range of experiences that helps children to learn about the world around them.

## What the setting needs to do to improve further

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

	Due Date
■ review the progress of children aged between two and three years and provide parents with a short written summary of their child's development in the prime areas of learning	23/02/2017
■ improve the assessment of children's progress to clearly identify any gaps in their development and identify precisely what they need to learn next.	23/03/2017

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

- improve the system of self-reflection to help plan for improvements and update knowledge, in order to promote good outcomes for children.

### 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 evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Nicola Eyre

## Inspection findings

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

The childminder reflects on the activities and experiences that she provides. However, the monitoring and evaluation of her practice are not robust enough to identify improvements or update her knowledge on all statutory requirements. For example, she does not complete a progress check for children between the ages of two and three years. The arrangements for safeguarding are effective. The childminder has very recently attended child protection training. She has a suitable knowledge and understanding of the procedures to follow should she have any concerns about children's welfare. The childminder knows how to assess risks in her environment and on outings to help keep children as safe as possible. The childminder keeps parents informed about their child's day through discussion and the sending of photographs via her phone. Parents are complimentary of the childminder and comment that their children enjoy their time with her.

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

The childminder builds up a knowledge of individual children through observing them in their play, which helps her to identify their interests and some achievements. However, she does not carry out regular assessments of children's learning in order to closely monitor their progress and identify any gaps in their learning, specifically what they need to learn next. The childminder supports children's communication skills well. She labels objects to extend their vocabulary and repeats words that children say to support their pronunciation. This gives children confidence and security when talking. She helps children to learn about colours and numbers throughout their play.

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

There is a range of experiences offered to children to develop their physical skills and for them to benefit from fresh air and exercise. They walk the dog every day, visit a variety of different parks and take regular walks by the river. Children learn how to care for animals. For example, they get involved with grooming the childminder's pet rabbits. The childminder supports children to learn about hazards in the environment. For example, while preparing lunch they talk about the pan getting hot and why not to touch it. The childminder supports children to develop independence and self-care skills through everyday routines. Younger children practise feeding themselves at mealtimes, while older children practise putting on their own shoes and making choices about their play.

### **Outcomes for children require improvement**

Children make some progress in their learning and development. However, their progress is not assessed securely to ensure any gaps in their learning are quickly recognised and closed. Children enjoy attending a variety of local groups. They are encouraged to share resources with each other and take turns. This helps children to obtain some skills, attitudes and dispositions they need to be ready for school. Children have fun. They enjoy learning about facial features through gluing and sticking their own paper plate face, listening to stories and pretending to fix things with tools. Children are settled, happy and have formed secure emotional bonds with the childminder.

## Setting details

<b>Unique reference number</b>	EY440826
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1043563
<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 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	3 February 2014
<b>Telephone number</b>	

The childminder was registered in 2012 and lives in East Didsbury, Manchester. She operates all year round from 7am to 6pm, Monday to Thursday, 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

