

Childminder Report

Inspection date

8 February 2017

Previous inspection date

24 June 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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 is not aware of her statutory responsibility to carry out the required progress check for children aged between two and three years. She has, therefore, not compiled a written summary to share with parents or relevant professionals.
- The childminder has not successfully engaged parents to contribute their own views towards children's ongoing learning and assessment. She is not fully supporting parents to complement children's learning.
- The childminder does not have a targeted programme of professional development in place to further support her knowledge, understanding and skills.

It has the following strengths

- The childminder has worked with the local authority adviser to address the actions and recommendations from the previous inspection. For example, she plans activities that follow the children's interests and support what they need to learn next. This helps them to make some progress during their time in the setting.
- Children behave well. The childminder consistently praises children for their efforts and achievements. This helps to support their self-esteem and confidence.
- The childminder places emphasis on mathematical language during children's play. This helps to promote key skills for moving on to school and in preparation for their future.

What the setting needs to do to improve further

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

Due Date

- | | |
|---|------------|
| ■ complete the required progress check for children aged between two and three years and share a written summary with parents and relevant professionals. | 10/03/2017 |
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To further improve the quality of the early years provision the provider should:

- encourage parents to contribute their own information to children's ongoing learning and assessment and offer parents ideas that complement children's learning
- develop a well targeted professional development programme that helps improve skills, knowledge and understanding of quality early years practice and requirements.

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, such as children's assessment records 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

Helen Royston

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder does not sufficiently target her professional development to match the needs and ages of the children in her care. This also limits her capacity to develop her knowledge and understanding of good early years practice. For example, she has not completed the required progress check for children aged between two and three years. However, the childminder does monitor children's overall progress regularly to identify what they need to learn next. She has reflected on the overall strengths and weaknesses of the setting. She has addressed improvements needed. For example, contacting teachers at nursery to share information about children's learning. The arrangements for safeguarding are effective. The childminder shows suitable knowledge of child protection issues and has relevant policies and procedures in place. She understands what action to take if concerned about the welfare of a child in her care.

Quality of teaching, learning and assessment requires improvement

The childminder has not successfully engaged parents to contribute their own views or to be involved fully with children's ongoing learning and assessment. Parents are not consistently offered ideas about how to further complement children's learning at home. However, parents are given some information about their children's progress through a daily diary and discussions with the childminder. The childminder plans activities that children enjoy and they show good concentration. For example, they spend long periods of times exploring dough, using a variety of tools, such as scissors and moulds. The childminder models how to make different shapes and compares the sizes of the dough worms they have made, helping to support children's mathematical understanding.

Personal development, behaviour and welfare are good

Children make their own choices in play and persevere to complete things by themselves. For example, they work out which pieces fit correctly in the holes while attaching different eyes, mouths, noses and ears to a plastic head. The childminder has developed close relationships with the children and they settle quickly in the setting. She has a calm and kind manner which fosters their emotional well-being effectively. For example, she sensitively supports children learning to be toilet trained. Children clearly understand the rules of the setting and follow instructions very well. For example, they happily help to tidy away toys once they have finished an activity. The children enjoy playing outdoors in the garden, chalking on the path and climbing through tunnels. They regularly go to the park and soft-play centres. This helps promote their physical well-being. Children go on trips, such as visiting the statues and Chinese dragon for the Chinese New Year festival.

Outcomes for children require improvement

The childminder does not carry out the required progress check for children aged between two and three years. However, overall, children make some progress during their time in the setting. They settle quickly and develop close relationships with others. They grow in confidence and enjoy trying new experiences. Children learn about colours, shape, number and measure. They enjoy reading stories and listening to music and rhymes. This helps to promote mathematical and literacy skills in readiness for school.

Setting details

Unique reference number	316247
Local authority	Rochdale
Inspection number	1058132
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 2
Total number of places	3
Number of children on roll	2
Name of registered person	
Date of previous inspection	24 June 2016
Telephone number	

The childminder was registered in 1998 and lives in Rochdale. The childminder cares for children all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 3 childcare qualification.

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