

Childminder Report

Inspection date

14 February 2017

Previous inspection date

18 November 2015

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		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The childminder's leadership and management of her provision are inadequate. She does not have the capacity to improve the quality of her teaching without support.
- At the childminder's previous two inspections, actions were raised by Ofsted to improve the quality of teaching and planning. However, the childminder has failed to address these weaknesses. This has a negative impact on children's learning and development.
- Assessment procedures and observations of children's learning are inadequate. The childminder is unable to share accurate information with parents about whether their children's development is appropriate.
- The quality of teaching is inadequate. The childminder does not plan activities that are matched to the individual needs of children or provide sufficient challenge to enable them to make good progress in all areas of their learning.
- The childminder does not give enough regard to working in partnership with parents/carers and other settings to provide continuity in children's learning.

It has the following strengths

- Children build appropriate relationships with the childminder, helping them to settle.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

Due Date

- | | |
|--|------------|
| ■ develop the necessary skills and knowledge to enable the planning and delivery of quality learning and development experiences to children | 29/04/2017 |
| ■ share accurate details of children's progress promptly and regularly with parents/carers to enable them to share learning at home | 29/04/2017 |
| ■ exchange accurate details of children's progress with providers of other settings that children attend to ensure their needs are met and to support a consistent approach to their learning and development. | 29/04/2017 |

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

Due Date

- | | |
|---|------------|
| ■ provide children with activities and experiences that challenge them, encourage them to think critically and be creative, match their interest, and extend their development in all areas of learning | 29/04/2017 |
| ■ use observations and assessments consistently to identify children's starting points for learning, to plan suitably challenging next steps, and to monitor individual development to ensure children's good progress. | 29/04/2017 |

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a selection of documentation, including children's learning records, safeguarding procedures and training records.
- The inspector considered suitability checks carried out for all adults within the home.
- The inspector took into account the written views of parents.

Inspector

Kate Smith

Inspection findings

Effectiveness of the leadership and management is inadequate

Children's learning and development are given insufficient regard. The childminder has an inadequate understanding of how to consistently assess children's learning and plan next steps to help them make good progress. Her drive to improve the quality of provision is poor. She has failed to recognise breaches in requirements or demonstrate sufficient capacity to improve the quality of her teaching. Relationships with parents and other settings are not effective enough to ensure that a two-way flow of information supports children's achievements and their developmental progress. Despite this, the childminder has a clear understanding of possible signs and symptoms of abuse. She knows the correct referral procedure should she have a concern about a child's welfare. The childminder uses effective risk assessments to maintain a safe environment for children. Safeguarding procedures are effective.

Quality of teaching, learning and assessment is inadequate

The childminder's lack of understanding about the learning and development requirements means that children are not supported to make good progress in their learning. The quality of teaching is poor. The childminder provides some activities that children enjoy but too often, play is adult-led and overdirected. This means that activities lack challenge and children do not have sufficient opportunity to think for themselves. The childminder does not monitor the activities she provides or frequently observe and assess children's individual development. Consequently, learning opportunities are not planned to meet their individual needs. Activities do not have sufficient breadth and depth and too much emphasis is put on learning by chance. However, children have the opportunity to listen to stories that the childminder reads and choose props to support action songs. This helps towards supporting their communication and language development.

Personal development, behaviour and welfare are inadequate

Children are not highly motivated in their play or engaged in rich, quality learning experiences. They do not consistently demonstrate characteristics of effective learning. The childminder gathers information about children's general likes, dislikes and care routines from parents during a gradual settling-in period. This helps children to settle in her care. However, the childminder does not consistently obtain information about what children can already do. This means that initial planning of activities does not support children's individual stages of development. The childminder takes children to local toddler groups where they mix with others. This helps to foster their social skills. Children exercise outdoors at the local park and eat fruit as snacks, contributing towards promoting a healthy lifestyle. The childminder is helping to promote the children's self-care skills and fosters positive behaviour.

Outcomes for children are inadequate

The childminder's expectation for children's learning is not high enough. She is unable to demonstrate a secure understanding of their individual progress and cannot identify any potential gaps in their development. Consequently, planning does not target specific areas of learning to ensure that all children are working within the range of development typical

for their age. Children are not confident in their abilities and are not well prepared for the next step in their learning, including the move on to school.

Setting details

Unique reference number	EY279578
Local authority	Manchester
Inspection number	1058237
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	18 November 2015
Telephone number	

The childminder was registered in 2004 and lives in Openshaw. She operates all year round from 6.45am to 5.45pm, Monday to Friday 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.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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E: enquiries@ofsted.gov.uk
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