

Childminder Report

Inspection date

2 March 2017

Previous inspection date

4 June 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
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 always use information from her assessments of children's learning, in particular their speaking skills, to precisely identify what they need to learn next. This means that children are not always suitably challenged to make the best possible progress.
- The childminder does not always support parents to contribute information about what their child can do at home.
- Occasionally, the childminder does not allow children enough time to think for themselves and try out their ideas when solving simple problems as they play.

It has the following strengths

- The childminder updates her knowledge through accessing a variety of training courses. For example, training in behaviour management has helped to ensure that the childminder, her co-childminder and assistant follow a consistent, positive approach to managing children's behaviour.
- The childminder follows children's interests as they play. She talks to children about what they are doing, introducing new words to help to extend their communication and language skills further.
- The childminder provides a warm and welcoming environment for children and their families. Children are settled and enjoy the time they spend with the childminder.
- The childminder understands the importance of a healthy lifestyle. Children enjoy a wide variety of healthy and nutritious meals and snacks.

What the setting needs to do to improve further

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

Due Date

- | | |
|---|------------|
| ■ use information gained from the observation and assessment of children's learning, in particular their speaking skills, to precisely identify what they need to learn next. | 31/03/2017 |
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To further improve the quality of the early years provision the provider should:

- develop further strategies to help support parents in contributing information about what their child can do at home
- provide children with enough time to think and try out their own ideas as they attempt to solve simple problems during their play.

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 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 spoke with a number of parents during their inspection and took account of their views.

Inspector

Denise Farrington

Inspection findings

Effectiveness of the leadership and management requires improvement

Since the last inspection, improvements have been made to how the childminder observes and assesses the progress children make. However, the childminder does not make effective use of the information she gathers to precisely identify what individual children need to learn next. The arrangements for safeguarding are effective. The childminder understands her responsibility to protect children from harm. She knows who to contact in the event of any concerns arising. The childminder checks the environment regularly and takes appropriate steps to minimise any risk to children's safety. The childminder works closely with her co-childminder and their assistant. They meet regularly to discuss aspects of their role and evaluate the quality of the service they provide. The views of parents and children are sought when planning future improvements. When working with an assistant, the childminder has a good knowledge of how to guide and support her to improve her practice.

Quality of teaching, learning and assessment requires improvement

The childminder does not always make the most of opportunities to develop children's thinking and problem-solving skills as they play. She quickly offers her support and does not give children time to think and try out their ideas. For example, as children try to match shapes to the holes in a sorting box, the childminder covers some holes with her hand, leaving only the correct hole visible. The childminder plays alongside children. She talks to them about what they are doing. The childminder supports children's developing understanding of number. For example, she encourages children to count the number of blocks they stack as they build towers.

Personal development, behaviour and welfare require improvement

Parents are not always effectively supported to contribute information about what their child knows and can do at home. Nevertheless, the childminder works closely with her co-childminder to help children to settle. She gathers important information from parents about their child's care routines when they first attend the setting. The childminder supports children to value the similarities and differences between themselves and others. Children explore a range of festivals from different cultures. This helps children to develop positive attitudes towards each other. The childminder is an effective role model. She encourages children to share and take turns as they play. This helps to develop their friendships.

Outcomes for children require improvement

Children do not always make good enough progress, particularly in developing their speaking skills. Information from observations is not always used to plan the specific next steps in children's learning and development. Nevertheless, children develop some of the key skills that help to prepare them for their future learning. For example, they learn to be independent and make choices about what they would like to play with.

Setting details

Unique reference number	500352
Local authority	Manchester
Inspection number	1083029
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 2
Total number of places	12
Number of children on roll	14
Name of registered person	
Date of previous inspection	4 June 2013
Telephone number	

The childminder was registered in 2000 and lives in Wythenshawe, Manchester. She works with another registered childminder. The childminder works with an assistant. She operates all year round from 6.15am to 8.30pm, 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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