

Didsbury Childminding Services

8 Gawsorth Avenue, Manchester, M20 5NF



Inspection date	9 March 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
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

- On the day of the inspection, the provider was unable to demonstrate that all staff have been suitably vetted. This breach of the safeguarding and welfare requirements means that children's safety and welfare are compromised.
- The provider does not always ensure that there is a capable and knowledgeable deputy to take charge of the provision when she leaves the premises. As a result, staff are poorly deployed and children's needs are not met in a timely manner.
- The provider's monitoring of the provision is not effective in ensuring that the quality of teaching consistently meets children's needs. Planned group activities, including those delivered by external providers, are not always developmentally appropriate. As a result, children are not engaged in meaningful learning that provides appropriate levels of challenge to help them make good progress.

It has the following strengths

- Children make independent choices about their play from a wide range of low-level resources. Babies' sensory development is promoted through a variety of activities.
- The provider has built effective links with parents and other providers at settings that children also attend to help provide some continuity in their individual learning.

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
<ul style="list-style-type: none"> ■ ensure that records are easily accessible and available for inspection; this is specifically in relation to records to demonstrate the suitability and qualifications of staff 	10/04/2017
<ul style="list-style-type: none"> ■ ensure that staff are deployed effectively at all times to meet the needs of children 	10/04/2017
<ul style="list-style-type: none"> ■ ensure that an appropriately qualified and capable deputy takes charge of the provision in the absence of the manager 	10/04/2017
<ul style="list-style-type: none"> ■ implement systems for effective supervision of staff and to identify appropriate support, coaching and training, in particular with regard to the quality of teaching. 	10/04/2017

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

	Due Date
<ul style="list-style-type: none"> ■ ensure that activities are developmentally appropriate and take into account children's individual needs, interests and stage of development, so that they receive a challenging and enjoyable experience that supports them to make good progress. 	10/04/2017

Inspection activities

- Ofsted carried out this inspection as a result of a risk assessment, following information we received about this provider.
- The inspector had a tour of the premises and accompanied staff and children on an outing to the park.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with the provider who is also the manager, staff, an external teaching provider and children at appropriate times throughout the inspection.
- The inspector carried out joint observations of focused activities and evaluated the quality of teaching with the provider.
- The inspector looked at relevant documentation, including records of children's learning and development, safeguarding procedures, risk assessments and a selection of policies.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Kate Smith

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. On arrival, the inspector found no manager or deputy on the premises. The manager had left the setting to take children to school and as provider, did not ensure that there was a capable and qualified member of staff to take charge in her absence. Consequently, staff deployment during this time did not provide emotional security for crying babies. The manager was unable to provide information to evidence the suitability of staff, which was identified as a weakness at a previous inspection. Despite these weaknesses, the manager and staff have a suitable understanding of the signs and symptoms of abuse and neglect and know where to refer concerns about a child in the setting. The manager works alongside staff and offers advice to help support planning next steps in children's learning. However, monitoring is not robust enough to ensure that the quality of teaching is consistently adequate. That said, the manager is a very experienced childcare practitioner and is passionate about providing a wide range of learning experiences for children.

Quality of teaching, learning and assessment is inadequate

The staff are able to describe what their key children enjoy and where they are in their development. However, this does not always translate into planned activities that meet their next steps in learning. Babies and children become bored and disinterested in some activities as these are not developmentally appropriate. This has a negative impact on their learning. For example, babies sit at a table and their painted fingertips are transferred onto a worksheet. A baby who is reluctant to touch the paint is encouraged to touch the holes in a plastic strip instead. During the activity staff count how many prints have been made. This shows that staff do not fully understand how to provide activities tailored to meet children's stage of development. Older children listen to stories, which help to support their literacy skills. They are encouraged to recognise numerals and find quantities of objects, which fosters their mathematical skills. However, more capable children are not always given sufficient challenge to extend their learning. For example, staff do not encourage children to use scissors independently in their craft activities.

Personal development, behaviour and welfare are inadequate

Staff share warm supportive relationships with children. However, the deployment of staff does not enable them to fully support children's needs. This means that children's welfare and emotional well-being are not always given sufficient regard. Staff encourage children to share and take turns. They use explanations to help support children's understanding. For example, staff remind them to be careful when pouring sand to ensure it does not go in their eyes. Babies and children spend time together for large parts of the day. This enables siblings to play together, which helps to support their emotional security. Staff help to support children's awareness of healthy lifestyles as they encourage them to eat healthy meals and exercise. Babies' emerging walking skills are promoted and older children climb and balance, fostering their coordination. Children gain an awareness of diversity through visits into the local community. Parents' comments are positive regarding the provision. Gradual admission helps them to share information about children's needs. Staff promote children's self-care skills and independence through daily routines.

Outcomes for children are inadequate

Weaknesses identified in the quality of teaching mean that at times, babies and younger children learn very little during planned activities. This means that they are not helped to make good progress and at times become disinterested and demotivated to learn. This does not help them to be confident learners or support them to be well prepared for their future learning. Nevertheless, older children do acquire some basic skills to help them when they move on to starting school. They use a range of writing material, such as felt tips and chalk to draw pictures, and attempt some basic letter formation.

Setting details

Unique reference number	EY494792
Local authority	Manchester
Inspection number	1086108
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	28
Number of children on roll	44
Name of registered person	Didsbury Childminding Limited
Registered person unique reference number	RP910986
Date of previous inspection	Not applicable
Telephone number	07583084504

Didsbury Childminding Services was registered in 2016. The setting employs 14 members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, seven hold qualifications at level 2 and four are unqualified. The setting opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. It provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs and/or disabilities.

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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