

Childminder Report

Inspection date

12 May 2017

Previous inspection date

31 October 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The childminder has not addressed actions from her previous inspection. She has failed to ensure Ofsted has the appropriate information to process the required suitability checks for all adults living in the home.
- Parents are not encouraged to share information about what children can do, to help establish their starting points in learning. The childminder does not keep parents informed about children's progress.
- The childminder does not make good use of what she knows about children's individual interests to help to motivate them to engage in activities that they prefer less.
- The childminder does not have a plan for her own professional development to help ensure that the quality of the provision improves.
- The childminder does not use robust reflection and self-evaluation to identify where improvements can be made. As a result, she has not identified the weaknesses in her practice, in order to drive forward improvement.

It has the following strengths

- Children develop secure attachments with the friendly and welcoming childminder. They play happily and enjoy their time with her. Children behave well.
- The childminder helps to support children's physical health and well-being. They have daily opportunities for active play outdoors, go on regular outings and eat healthy meals.

What the setting needs to do to improve further

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

	Due Date
■ provide Ofsted with the required information to enable it to complete suitability and vetting checks on any person aged 16 years or over living on the premises	31/05/2017
■ improve partnership working with parents; exchange information about children's learning and development from the start and ensure they are kept consistently informed about children's progress.	31/05/2017

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

- make greater use of what is known about children's interests to enhance their motivation to participate in activities that they prefer less
- develop a plan for professional development to help raise the quality of teaching to a consistently good level
- improve the rigour of reflection on the provision to identify and address any weaknesses and drive forward continuous improvement.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector carried out an evaluation of teaching with the childminder.
- The inspector looked at relevant documentation, such as policies and procedures, reviewed the childminder's self-evaluation and checked evidence of her suitability and the suitability of all adults who live on the premises.
- The inspector took account of the views of parents through written documentation provided prior to inspection.
- The inspector spoke to children at appropriate times during the inspection.

Inspector

Layla Davies

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The childminder has failed to address actions raised at the last inspection. She has not ensured that Ofsted has been provided with the required information to process suitability checks for all adults who live in the home. This means that children's safety and welfare cannot be assured. However, the childminder does have a secure understanding of child protection procedures. She keeps her child protection training updated and knows what steps to take should she have concerns about a child. The childminder does not evaluate her practice effectively. She has not identified and addressed the weaknesses found. The childminder attends mandatory training and meets with other local childminders to keep herself updated and informed. However, she has not developed a targeted programme for her professional development to help raise the quality of practice to a good level. The childminder exchanges information with teachers. This helps to provide consistency for older children who attend school.

Quality of teaching, learning and assessment requires improvement

The childminder completes regular observations and assessments of children's progress. However, these are not consistently shared with parents to provide continuity in children's learning. Furthermore, parents are not encouraged to share detailed information about children's skills on entry. The well-qualified childminder uses her knowledge to plan some activities to enthuse and motivate children to learn. However, she does not always use what she knows about children's interests to help them to engage in activities in areas where they make less progress. For example, boys do not make good progress in writing because the childminder mainly provides worksheets and sit-down activities to promote this area of learning. This fails to captivate them.

Personal development, behaviour and welfare are inadequate

Children's overall safety is compromised as all adults living in the home have not been appropriately vetted. However, the childminder does supervise children well and completes regular risk assessments of the premises. This helps her to identify and minimise any risks to children. During flexible settling-in visits the childminder gathers information about children's likes and routines from home. This helps them to settle well. Children make choices from a range of good quality toys. This contributes towards their independence and ability to make decisions. The childminder teaches children about road safety on the daily walk to take older children to school.

Outcomes for children require improvement

Children make some progress in readiness for learning in school. They learn to use technology for a purpose and skilfully use devices to research information online. All children, including children who speak English as an additional language, develop good speaking skills. They confidently use descriptive language and engage in animated discussions with the childminder. Children play and explore with ice. They enthusiastically describe the texture and feel of the ice as it melts and confidently name arctic animals.

Setting details

Unique reference number	EY245483
Local authority	Manchester
Inspection number	1078005
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	31 October 2016
Telephone number	

The childminder registered in 2003 and lives in Openshaw. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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