

Childminder Report

Inspection date

4 August 2017

Previous inspection date

27 January 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 does not identify weaknesses and her practice has not improved. She does not meet all the requirements and children's welfare is not assured.
- The childminder does not ensure children's safety. For example, they sometimes play unsupervised in the front garden.
- The childminder has limited knowledge of child protection matters. Her knowledge of more recent safeguarding legislation and guidance is poor. She does not know the procedure to follow if she is concerned that a child may be at risk of abuse.
- The childminder's understanding of the learning and development requirements is weak. She does not assess what children know, understand and can do, therefore she does not know what they need to learn next. Consequently, she plans and repeats mundane activities that do not challenge children or promote their thinking.
- The childminder does not obtain and share information about children's progress and achievements with other professionals or settings they move to.

It has the following strengths

- The childminder provides a homely environment for children. She holds a paediatric first-aid certificate.

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

- | | |
|---|------------|
| ■ ensure that children are adequately supervised, and that they are usually within sight and hearing and always within sight or hearing, with particular regard to when they are outside | 29/08/2017 |
| ■ gain up-to-date knowledge and understanding of Local Safeguarding Children Board procedures and safeguarding legislation, in order to be able to respond swiftly and appropriately to signs that children are at risk of abuse or neglect | 29/08/2017 |
| ■ obtain and share information with other professionals working with children to ensure the needs of all children are met, promote children's progress and development and ensure continuity of their learning | 29/08/2017 |
| ■ have regard to the 'Prevent duty guidance for England and Wales 2015' so that you would be able to deal with concerns about extremism in an appropriate manner | 29/08/2017 |
| ■ take all reasonable steps to ensure that the premises and outdoor area are secure and that unauthorised individuals are unable to access the premises unsupervised when children are present | 29/08/2017 |
| ■ take all reasonable steps to assess potential risks and ensure that children are not exposed to risks whilst in your care, with particular regard to your dog. | 29/08/2017 |

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

Due Date

- | | |
|---|------------|
| ■ improve knowledge and understanding of the learning and development requirements and provide children with challenging activities that promote their exploration and thinking | 29/08/2017 |
| ■ carry out observations of children's learning to establish what children know and can do and use this information to accurately assess their attainment. | 29/08/2017 |

Inspection activities

- The inspector observed the quality of teaching during daily routines and activities. She assessed the impact this has on children's learning.
- The inspector discussed a planned activity with the childminder.
- The inspector looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- The inspector took account of the views of parents and carers.

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. For example, the childminder allows children to play outside at the front of the house unsupervised with a dog. Despite attending safeguarding training, the childminder does not know what she must do if she suspects possible abuse or neglect of children in her care. Her knowledge of more recent safeguarding legislation and guidance is poor and this means she cannot assure their welfare. The childminder does not work in partnership with other professionals effectively. For example, when children's progress gives cause for concern, the childminder does not seek and implement advice from specialist professionals working with children. Furthermore, the childminder does not share any information about children's development with other settings. Consequently, she does not help to promote continuity in children's learning when they start school.

Quality of teaching, learning and assessment is inadequate

The quality of the childminder's teaching is poor and children do not make good progress. The childminder does not assess or monitor children's development and does not demonstrate enough understanding of how young children learn. For example, she asks children questions that do not encourage them to think and have their own ideas. Children strive hard to remember the right answer to the questions and this limits opportunities for them to extend their conversation skills. In a further example, she does not manage the continuous background noise to ensure that children who are learning to speak can hear sounds and words clearly. Children learn to count when they look at books with the childminder.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management have a negative impact on children's welfare. The childminder has a limited range of toys and resources and she does not use them effectively in her teaching. However, children develop trusting relationships with the childminder and they behave well. The childminder shares information with parents and this helps to promote continuity in children's daily care. However, she does not obtain and share information about children's progress and achievements with other professionals or settings they move to.

Outcomes for children are inadequate

Children do not make good progress because of weaknesses in the quality of teaching. Activities are limited and lack challenge. Children do not acquire the key skills that prepare them well to start school. Gaps widen for children whose starting points are below those of other children the same age. However, children develop counting skills and begin to recognise written numbers. They name some colours and geometric shapes. Children use the toilet independently and know that they must wash their hands afterwards.

Setting details

Unique reference number	EY343442
Local authority	Salford
Inspection number	1097955
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 3
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	27 January 2015
Telephone number	

The childminder registered in 2006 and lives in Salford. Her provision operates all year round, from 7am to 6pm, 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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