

# Didsbury Childminding Services

8 Gawsorth Avenue, Manchester, M20 5NF



## Inspection date

6 September 2017

Previous inspection date

9 March 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Inadequate	4
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 quality of teaching, although improving, is not yet good enough. Some staff lack confidence in their abilities and do not accurately identify what children know and what they need to learn next.
- On occasions, adult-led activities do not meet children's individual learning needs. For example, as older children practise writing their names there is insufficient space for them to work comfortably, which disrupts their learning and causes frustration.
- The nursery has clear procedures for ensuring children's safety on outings and during mealtimes. However, these procedures are not consistently implemented by staff, which poses an element of risk to children's health and well-being.
- Although managers have started to monitor the progress individual children make, their use of this information is still in its infancy. Managers have not identified whether there are any differences in the progress for different groups of children, such as boys and girls, and the most able children.

### It has the following strengths

- Parents are hugely supportive of the nursery and speak highly of the staff caring for their children.
- Managers and staff have carefully considered how early years pupil premium funding can be used to support disadvantaged children.

## 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:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ promote children’s health and well-being by ensuring that all staff fully understand the nursery’s health and safety procedures</li> </ul>	20/09/2017
<ul style="list-style-type: none"> <li>■ strengthen the support offered to staff to help them improve the quality of their teaching so they are accurately able to identify what children know and what they need to learn next.</li> </ul>	20/09/2017

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

- build on the current observation and assessment procedures, for example by analysing the progress and attainment made by different groups of children, and use this information to further support the learning experiences for all children
- improve the organisation of adult-led activities, for example by giving children sufficient space to play and explore.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children’s learning.
- The inspector held a meeting with the manager to discuss the improvements made since the previous inspection.
- The inspector took account of parents' views of the nursery.
- The inspector carried out a joint observation with the manager.
- The inspector discussed the nursery's policies and procedures.

### Inspector

Patricia Graham

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The management team has successfully addressed some of the weaknesses identified at the previous inspection. A manager is present at all times and staff are appropriately deployed throughout the nursery. The management team has also introduced a clear action plan for improvement. Staff have undertaken additional training and a qualified teacher has been recruited. However, these changes have not yet secured consistently good practice, particularly in the quality of teaching. Safeguarding is effective. Staff have attended child protection training and they know what to do if they have a concern about a child. Recruitment procedures are rigorous and managers monitor the ongoing suitability of staff.

### Quality of teaching, learning and assessment requires improvement

The quality of teaching and learning varies across the nursery. Where the impact of teaching is strongest, children are engaged and engrossed in their learning. For example, staff use props, such as mirrors, to support babies' communication and language skills. As a result, babies babble tunefully and squeal with delight when they discover their reflections in the mirrors. Older children are encouraged to use the correct tense as they recall how they made a big den out of sticks at Forest School. However, the quality of teaching is not consistently strong, which slows children's learning. Although staff assess children's individual learning needs, some staff lack confidence in identifying children's next steps in learning, which slows their progress.

### Personal development, behaviour and welfare require improvement

Children benefit from lots of fresh air and exercise, which promotes their physical development. They have daily access to the outdoor play areas, which include a well-resourced mud kitchen. Children venture on outings to the local parks and the allotment where they grow fruit and vegetables. Children also benefit from wholesome meals and snacks, which reinforces their awareness of a healthy diet. The nursery has clear procedures for keeping children safe on outings and for ensuring their dietary needs are respected. However, these procedures are not consistently adhered to by staff. A child was left unsupervised in the park for a short period of time and a child with specific dietary needs was given the wrong meal. Although prompt action was taken to ensure the children were unharmed, the managers are acutely aware that the nursery procedures are not fully effective. They are currently tackling this weakness by reinforcing the nursery's procedures with staff. However, these improvements are not yet fully embedded.

### Outcomes for children require improvement

Children's progress is variable due to inconsistencies in the quality of teaching and planning. For example, during group time activities, older children struggle to practise their writing skills due to lack of space. Some children show resilience and determination as they try to write their names on pieces of paper they are holding in the air. However, this approach does not work in practice and causes frustration. The support for children who have special educational needs and/or disabilities is good. Staff work in partnership with outside agencies and additional funding is being used to create a sensory room.

## Setting details

<b>Unique reference number</b>	EY494792
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1100773
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	28
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Didsbury Childminding Limited
<b>Registered person unique reference number</b>	RP910986
<b>Date of previous inspection</b>	9 March 2017
<b>Telephone number</b>	07583084504

Didsbury Childminding Services was registered in 2016. The nursery employs 14 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and four hold early years qualifications at level 2. The nursery also employs a qualified teacher. The nursery opens Monday to Friday from 7.30am until 6pm, all year round. The nursery provides funded education for three- and four-year-olds.

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