

Childminder Report

Inspection date

29 September 2017

Previous inspection date

13 December 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	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 use the information gained from her observations of children, to plan activities or identify the next steps in their learning. This means that some areas of learning are not thoroughly planned for. Children make steady progress in their learning.
- Self-evaluation does not sufficiently include the setting's priorities and set challenging targets to secure continuous improvement. It does not include the views of parents and children.
- The childminder's programme of professional development does not focus strongly enough on refreshing her knowledge and developing further skills to raise the quality of teaching.

It has the following strengths

- The childminder's home is warm and welcoming, with a good range of resources for children to independently select.
- The childminder has good relationships with parents and they are complimentary about the service that she provides.
- The childminder is calm and caring, children are happy and enjoy the time they spend in her home. She is a good role model and children are well behaved and confident in her care.

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 the information gained from observations of children's learning to plan activities and identify next steps to further support their progress, across all areas of learning. 29/10/2017

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

- improve the focus of self-evaluation to include the setting's priorities and set challenging targets, to secure continuous improvement and include the views of parents and children
- update and refine the programme of professional development to enrich knowledge and skills and strengthen the quality of teaching.

Inspection activities

- The inspector observed the quality of teaching during activities and daily care routines, and assessed the impact this has on children's learning and development.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector took account of the written views of parents.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures.
- The inspector checked evidence of the childminder's training and the suitability of the adult household members.

Inspector

Emma Barrow

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder does not use effective self-evaluation procedures that includes the setting's priorities, and set challenging targets to secure continuous improvement. The views of parents and children are not included in this process. She does not regularly further her own knowledge to help identify personal strengths and weaknesses. Arrangements for safeguarding are effective. The childminder ensures that mandatory training is undertaken. This contributes to her understanding of the procedures to follow should child protection concerns arise. She creates a safe play environment and implements risk assessments to identify any potential hazards. The childminder understands and completes the progress check for children between the ages of two and three years. She works closely with parents and her relationships with them are good.

Quality of teaching, learning and assessment requires improvement

The childminder provides activities and resources according to children's interests and observes children regularly as they play. She makes written observations of children, however, she does not use the information gained from these observations to plan for children's next steps in learning. As a result, activities do not have a clear focus to ensure that children are consistently making good progress in their all-round learning and development. The quality of teaching is generally good. The childminder sits alongside children and joins in their play. Children experiment with breakfast cereal and digger trucks. They scoop, tip, count and pour the cereal into the digger trucks. The wheels on the trucks crunch the cereal with the wheels and it makes sounds the children enjoy. This extends children's sensory experiences and supports their mathematical skills through play.

Personal development, behaviour and welfare require improvement

The childminder is a positive role model for children. The atmosphere is welcoming and children have established secure relationships with the childminder. The childminder provides a range of toys and resources for children to explore. She listens to children and allows them to make decisions and have choices. Children develop their understanding of healthy lifestyles through positive hygiene practices and healthy eating. They enjoy taking trips out to the local park, which helps to support their physical development. The childminder suitably educates children with age-appropriate rules around her home. Children know not to run around indoors and to be kind to each other, the childminder promotes positive behaviour well. She works in partnership with the parents, following their children's routines and care needs. This helps to promote children's self-esteem and emotional well-being.

Outcomes for children require improvement

Children make steady, as opposed to good progress, because their development is not effectively monitored or tracked. However, they are supported to develop the basic skills they will need in preparation for the next stage in their learning and the move on to school. They are generally motivated, enthused and show a suitable level of concentration.

Setting details

Unique reference number	EY358245
Local authority	Rochdale
Inspection number	1107672
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	13 December 2016
Telephone number	

The childminder registered in 2007 and lives in Manchester. She operates all year round, from 7am until 6pm, Monday to Friday, except bank holidays and family holidays.

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