

Childminder Report

Inspection date

3 October 2017

Previous inspection date

8 May 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	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 have a good enough understanding of the progress check for children aged between two and three years. She does not have procedures in place to complete this check in a timely way, as required.
- The childminder has recently returned to childminding after a short break. She has not fully implemented procedures to observe and plan for children's learning. This does not help children to make good enough progress over time.
- Procedures are in place to monitor children's learning. However, they are yet to be used reliably to help identify and address any gaps in children's development.
- The childminder does not make consistently good use of modelling words, or talking about what she is doing to help further enhance children's developing language skills.

It has the following strengths

- Children are confident and demonstrate they feel secure. Good settling-in procedures help children to feel welcome and well cared for.
- Children behave well. They listen to the childminder's instructions and help share simple tasks, such as tidying up.
- The childminder works closely with the co-childminder. They work well as a team to share tasks and support children's care and education well.

What the setting needs to do to improve further

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

	Due Date
■ complete the progress check for children aged between two and three years and provide parents with a written summary of their child's development in the prime areas	03/04/2018
■ implement procedures to observe, assess and plan for children's learning more consistently to help children to make good progress.	03/04/2018

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

- improve the use of evaluation to track all children's progress to help identify and address any gaps in their learning
- make better use of a wider range of teaching techniques to help children make even better progress in their language skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder and talked to her and children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation, including policies, evidence of the suitability of household members, and observation and assessment documentation.
- The inspector discussed the childminder's self-evaluation.
- The inspector took account of the views of parents and children from information in the childminder's records.

Inspector
Mary Wignall

Inspection findings

Effectiveness of the leadership and management requires improvement

The experienced childminder has had some time with no young children on roll. Her current planning and monitoring procedures are in their infancy. They are yet to have a positive impact on helping children to make good progress. Furthermore, she lacks knowledge of the required progress check for children aged between two and three years. She has, overall, successfully addressed the actions raised at her last inspection. She now plans a safe, suitable and secure learning environment for children. The playroom is well organised. Children can easily select toys, covering all areas of learning that they find interesting. The childminder ensures that she meets with parents prior to children starting. This helps her to know children's individual needs. The arrangements for safeguarding are effective. The childminder has a secure understanding of the possible signs of abuse. She has attended training events to help her update her skills, particularly in first aid and safeguarding children. She reflects on the quality of her work to help implement improvements.

Quality of teaching, learning and assessment requires improvement

The childminder plans role-play activities that children enjoy and benefit from. As children are new to her care she focuses on developing their emotional security. She supports children who speak English as an additional language well. She speaks in English as well as children's home languages to help reassure them. She makes good use of gestures to help children to understand and explore. At times, she names different items in each language. However, she does not consistently model simple words and phrases or talk aloud to help children to make even better progress. Children are encouraged to think. The childminder asks children to show how the toy oven is switched on and how to cook the pretend food. Children demonstrate understanding and developing confidence as they respond.

Personal development, behaviour and welfare require improvement

As children and the childminder get to know each other they are building warm relationships. However, planning for children's continued development is not yet implemented. Children demonstrate that they feel safe as they cooperate with daily routines and behave well. They know to close the safety gate behind them and where some toys are stored. The childminder is beginning to teach children about good hygiene. In role play she tells children that they should not use the same spoon when eating. She is beginning to help children to develop some independence. She helps them to reach the taps as they wash their hands before eating. Children demonstrate they enjoy being physically active as they jump and move around.

Outcomes for children require improvement

Children do not make good enough progress in their learning. They are yet to benefit from regular assessments of their achievements by the childminder. They are learning some basic skills in preparation for nursery and school. They are happy and enjoy playing and using their imaginations.

Setting details

Unique reference number	EY405260
Local authority	Manchester
Inspection number	1097968
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 2
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	8 May 2013
Telephone number	

The childminder registered in 2011. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

