

# Childminder Report

**Inspection date**

15 November 2017

Previous inspection date

4 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not met	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
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 complete a written summary of children's development in the prime areas of learning between the ages of two and three years.
- The childminder's assessments of children's learning are not robust enough to identify any gaps in their development and know precisely what children need to learn next.
- The childminder does not reflect upon her practice well enough to ensure she identifies and plans ongoing improvements and meets all statutory requirements.

### **It has the following strengths**

- The childminder understands how young children learn through play. She plans activities that encourage children to use resources that she knows they will enjoy and which will maintain their interest.
- The childminder interacts with children in a positive manner. Children enjoy plenty of eye contact with the childminder and she gives them plenty of praise and encouragement. This helps to promote children's self-esteem and confidence.
- Partnerships with parents are effective. The childminder gathers information from parents about their child's routines and development when they first start at the setting. This helps her to meet some of their needs from the onset of care.
- Children are well behaved. They readily tidy up resources when they have finished playing. The childminder uses a range of strategies to support them to understand her expectations.

## What the setting needs to do to improve further

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

### Due Date

- |  |            |
|--|------------|
| ■ review the progress of children aged between two and three years, and provide parents with a short written summary of their child's development in the prime areas of learning | 18/12/2017 |
| ■ improve the assessment of children's progress to clearly identify any gaps in their development and identify precisely what they need to learn next.                           | 18/12/2017 |

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

- improve the system of self-reflection to identify and plan for areas of improvement and help ensure all statutory requirements are met.

## 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 evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through the written feedback provided.
- The inspector spoke to children.

### Inspector

Nicola Eyre

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The childminder reflects on her practice and the activities and experiences that she provides for children overall. However, the evaluation of her practice is not robust enough to keep her knowledge of all statutory requirements up to date. For example, she does not complete a progress check for children between the ages of two and three years. Safeguarding is effective. The childminder has a suitable knowledge and understanding of the procedures to follow should she have any concerns about children's welfare. She knows how to assess risks in her environment and on outings to help keep children as safe as possible. The childminder keeps parents informed about their child's day through discussion, text messages and the sending of photographs. Parents are complimentary and comment that their children enjoy their time with the childminder.

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

The childminder builds up a knowledge of individual children through observing them in their play, which helps her to identify their interests and some achievements. However, the way in which she assesses these achievements does not support her in clearly identifying specifically what children need to learn next. The childminder supports children's communication skills well. She verbally labels objects to extend children's vocabulary and repeats words that they say to support pronunciation. This helps to give children confidence and security when talking. The childminder provides a range of sensory activities. For example, young children enjoy the feel of brushes on their skin.

### Personal development, behaviour and welfare are good

The childminder provides a welcoming, homely environment where children make choices about their own play. This is one of the ways she supports children's independence. There is a range of experiences offered to children to develop their physical skills and for them to benefit from fresh air and exercise. Young children learning to walk are consistently encouraged and praised. They have access to resources to help them practise. Children regularly go on walks in the community, to the park and soft-play centres. The childminder supports children to learn about similarities and differences between themselves and others. For example, children enjoy using a variety of scarves to wrap around their bodies like a sari. Children attend a variety of local groups, which gives them the opportunity to interact with other children of their age. This helps to develop skills and attitudes to support their future learning.

### Outcomes for children require improvement

Children make some progress in their learning and development. However, their progress is not assessed securely to ensure any gaps in their learning are quickly recognised and closed. Despite this, children have fun. They are motivated, engaged and spend extended periods of time with the different activities. For example, they enjoy filling and emptying bowls of dried rice. Children enjoy sharing lift the flap books and learning about colour. They are happy, settled and have formed secure emotional bonds with the childminder.

## Setting details

<b>Unique reference number</b>	EY376292
<b>Local authority</b>	Tameside
<b>Inspection number</b>	1006391
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	4 February 2015
<b>Telephone number</b>	

The childminder registered in 2008 and lives in Stalybridge. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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Piccadilly Gate  
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