

Childminder Report

Inspection date

15 November 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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:

- Training and development opportunities are not broad or regular enough to help the childminder maintain an up-to-date knowledge of legal requirements and consistently implement them to good effect.
- The childminder does not always carry out the progress check at age two or provided parents with a summary of their child's development to share with other relevant professionals.
- The childminder does not always effectively evaluate and monitor the quality of her provision to help her identify all weaknesses and make continual improvements.
- The childminder does not consistently use the most effective methods to help maximise the development of children's speaking skills.

It has the following strengths

- Children form strong attachments with the childminder. They develop affectionate relationships which help to promote their emotional well-being.
- The childminder makes good use of local play sessions and links with other childminders to help promote children's social skills.
- The childminder provides a welcoming and interesting play space which motivates children to play and explore.
- Good use of outings and activities in the community broadens children's experiences and opportunities for learning.

What the setting needs to do to improve further

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

	Due Date
■ establish an ongoing programme of professional development that will help to deliver good-quality experiences for children that continually improve	16/12/2017
■ ensure a progress check for every child aged two is carried out; provide parents with a written summary of their child's development and encourage them to share this with other relevant professionals.	16/12/2017

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

- improve the monitoring and rigour of self-evaluation and use it to identify gaps in the provision and areas of practice to improve further
- enhance the methods used to promote children's speaking skills and increase opportunities for them to give a verbal response.

Inspection activities

- The inspector viewed the areas of the premises used for childminding.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed and completed an evaluation of teaching with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation and checked evidence of the continued suitability of persons living in the household.
- The inspector spoke to children during the inspection. She took account of the views of parents through written feedback provided.

Inspector

Angela Rowley

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder carries out robust risk assessments and takes appropriate action to make her home a safe place to play. She has attended basic child protection training and maintained essential skills, such as in first aid. The childminder is reflective. Since registration she has enhanced her home to provide a welcoming and interesting environment for children. However, her professional development is not broad or regular enough to help keep her knowledge of the legal requirements up to date. That said, any gaps in her knowledge do not have a significant impact on children's safety or well-being. The childminder links with other childminders to share information and she mostly communicates very well with parents. However, she does not routinely seek their views or use other ways to identify all weaknesses to help her improve.

Quality of teaching, learning and assessment requires improvement

Initially, the childminder works well with parents to discuss children's development. In the main, she monitors children's progress carefully. However, she has not always carried out the required progress check at age two or provided parents with a summary of their children's development to contribute to the health visitor review. The childminder uses what she knows about children's interests to provide interesting activities which they enjoy. She shapes her interactions to spontaneously promote some of their learning. For example, as very young children explore paint, she names the different colours. As they take paint pots from and return them to the holder, she uses the opportunity to introduce numbers. The childminder speaks to children expressively, which captures their interest and enhances their listening and attention skills. Occasionally, however, she does not give children enough time or opportunity to help them to respond.

Personal development, behaviour and welfare are good

The childminder builds strong bonds with children. She builds their confidence effectively and helps them to feel safe in her care. Children freely offer smiles and they respond to her enthusiastically. The childminder implements consistent routines so children know what to expect. She knows them well and swiftly identifies their non-verbal cues, such as signs of tiredness. This helps them to settle very quickly when they are laid to sleep. The childminder is positive. She offers high praise and rewards children's achievements and good behaviour. The childminder promotes children's good health effectively. Regular outings provide good opportunities for fresh air and exercise.

Outcomes for children require improvement

Despite weaknesses in implementing the legal requirements for assessment, children make good progress. Very young children are keen to explore. They are keen to 'have a go' when the childminder demonstrates new possibilities. They show an interest in making marks in different ways. Children enjoy spending time playing in larger groups where they learn to play together. They listen well and join in with the actions to familiar songs. Children develop early independence. They learn how to wash their hands and help to put on aprons. They develop some of the skills needed for their future learning.

Setting details

Unique reference number	EY491176
Local authority	Salford
Inspection number	1020968
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015 and lives in Irlam. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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