

# Childminder Report

**Inspection date**

8 November 2017

Previous inspection date

12 May 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		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 make accurate assessments of what children know and can do when they start in her care. Therefore, it is unclear how much progress children make.
- The childminder does not always model speech correctly. As a result, children's early language development is not supported as well as it could be.
- Some activities do not meet children's individual learning needs. For example, young children who are unable to hold a pencil correctly or recognise the required letters are encouraged to write their name.
- Although the childminder has accessed some training to help her improve her practice, the quality of teaching is not reaching a consistently good level.

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

- The childminder is kind and patient, and has positive relationships with children. As a result, children are developing good social skills and behave well.
- The childminder provides a welcoming and homely learning environment where children can access toys for themselves.
- Children benefit from lots of fresh air and exercise, which promotes their good health.
- The childminder has an accurate overview on her overall effectiveness and she demonstrates a commitment to make further improvements.

## What the setting needs to do to improve further

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

	Due Date
■ improve the quality of teaching so that children are provided with the best possible learning opportunities	08/01/2018
■ improve arrangements for assessing what children know and can do, for example, by establishing children's starting points and seeking information from parents	08/01/2018
■ make sure that activities are planned at the right level of children's understanding to enable them to make the best possible progress.	08/01/2018

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

- support children's language and communication, for example, by modelling accurate speech.

## Inspection activities

- The inspector observed a range of activities provided for children.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector spoke to one parent.
- The inspector observed interactions between the childminder and children throughout the inspection.
- The inspector observed a range of documentation, including the safeguarding policy, the childminder's first-aid certificate, and children's developmental records.

## Inspector

Richard Sutcliffe

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The childminder has made some improvements since her previous inspection. The childminder shares information with other settings that children attend, which provides continuity in children's learning. The childminder has accessed some training such as safeguarding. She has also embraced support from the local authority to help her improve the quality of her practice. However, the quality of teaching is not consistently good. Safeguarding is effective. The childminder is aware of what to do if she has concerns about a child in her care or if an allegation is made against her or a family member. All areas of the home are safe and secure, which ensures children's safety.

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

The quality of teaching is variable. For example, the childminder provides some activities that are far too challenging for children and not appropriate for their age and stage of development. As a result, children become a little frustrated. However, children enjoy some activities that provide lots of fun, such as edible play dough. Children explore the dough with their hands and mouths, and they develop their physical skills as they use tools such as rollers and cutters. The childminder does not obtain enough information about what children can do when they first start with her to establish their starting points. As a result, the childminder is unable to accurately plan activities that build on children individual learning needs. Children are praised for their attempts and achievements, which boosts their confidence and self-esteem. The childminder teaches children about other faiths and cultures by celebrating different festivals.

### Personal development, behaviour and welfare are good

The childminder is kind and attentive to the children in her care. She ensures that children understand expectations for acceptable behaviour. Consequently, children play cooperatively with other children, they share toys and take turns. Children are incredibly polite and well mannered. Children seek comfort from the childminder when they are tired or upset, which demonstrates that they are settled and secure. The childminder reinforces good hygiene practices such as washing hands and blowing noses. As a result, children are developing good levels of personal care. Children enjoy healthy snacks and are exposed to a variety of different fruits, such as pomegranates. Children are encouraged to feed themselves using cutlery, which promotes their independence. The childminder teaches children how to keep themselves safe. For example, children know to stay away from fires and not to touch fireworks because 'it is dangerous'.

### Outcomes for children require improvement

Children are not making consistency good progress. As a result, some children do not reach their full potential. The childminder is clear on what children should be able to do in preparation for school, which adequately supports children's transitions into school. The childminder does not always model speech correctly to children, which restricts opportunities to enhance children's everyday language. The childminder works closely with other agencies to ensure that children in need of additional support are appropriately referred and supported.

## Setting details

<b>Unique reference number</b>	EY245483
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1116018
<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>	1 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	12 May 2017
<b>Telephone number</b>	

The childminder registered in 2003 and lives in Openshaw. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate 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.

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