

# Childminder Report

**Inspection date**

24 January 2018

Previous inspection date

20 March 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
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:**

- Occasionally, the childminder does not always use highly effective behavioural strategies to fully support children's personal development and behaviour.
- The childminder does not always differentiate her planned activities to fully suit children's ages and stages of development. This means that children do not always receive an appropriate level of challenge to help them make good progress in their learning.
- Although the childminder is well qualified, she does not make the best use of additional professional development opportunities to help raise her overall practice.
- The childminder completes a process of self-evaluation. However, the priorities she sets are not always highly targeted to help drive her practice forward.

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

- Partnerships with parents are in place. The childminder establishes information from parents when their children first begin and shares information with them daily.
- The childminder helps to promote children's health. She supports children to follow good hygiene practices and offers them home-cooked meals which are well balanced and healthy.
- Children have opportunities for outdoor physical play. They enjoy splashing in puddles and learning how to master riding balance bicycles.
- The childminder supports children to become independent where age appropriate. For example, children manage aspects of their personal care routines.

## What the setting needs to do to improve further

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

- |   | <b>Due Date</b> |
|---|-----------------|
| ■ ensure that highly effective behavioural strategies are used to help fully support children's personal development and behaviour  | 24/04/2018      |
| ■ ensure that planned activities always take into account children's ages and stages of development and that children receive the right level of challenge to help them make good progress in their learning. | 24/04/2018      |

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

- focus professional development to help develop overall practice to a good standard
- identify more specific priorities for improvement that help to drive practice forward.

## Inspection activities

- The inspector observed the childminder engaging with children in a range of activities and assessed the impact this has on their learning.
- The inspector looked at a sample of children's assessment records and discussed the systems for planning children's play experiences.
- The inspector viewed a range of policies, including safeguarding procedures. She also checked evidence of the childminder's qualifications and the suitability of household members.
- The inspector and childminder discussed further training undertaken since the last inspection and the content of her self-evaluation.
- The inspector spoke to the childminder and children at appropriate times during the inspection and took account of parental views through written feedback.

## Inspector

Joanne Parrington

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The childminder has completed all mandatory training. This contributes to supporting children's safety and welfare. However, she does not make the best use of further professional development opportunities to help drive her teaching and overall practice to a consistently good level. The childminder completes a process of self-reflection. However, the priorities she sets are not always highly targeted to help her further develop her practice. Safeguarding is effective. The childminder has a secure knowledge of the procedures to follow if she has concerns about a child. Furthermore, she is aware of the procedures to follow if concerns are raised or an allegation is made against her or a member of her family. Additionally, she has a secure knowledge of how to protect children from extreme views and beliefs. This contributes to keeping children safe.

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

The childminder makes suitable use of her interactions when playing alongside children. She provides some activities that she knows children will enjoy. For example, children enjoy dancing, singing and using musical instruments. Children have a desire to listen and join in with reading stories. This helps to develop their literacy skills. Older children generally enjoy exploring properties of ice and discovering ways to melt the ice to reveal the animals. However, occasionally, the childminder does not always differentiate her planned activities to fully support children's individual ages and stages of development. This means that children are not always receiving appropriate levels of challenge to fully support them to make the best possible progress in their learning. The childminder carries out observations of children at play and uses this information to inform her monitoring of the progress children make. The childminder shares this information with parents, supporting a collaborative approach.

### **Personal development, behaviour and welfare require improvement**

The childminder has built strong relationships with children and their families, offering consistency of care for younger siblings. Children have weekly opportunities to attend social events, such as playgroups. This means that children have opportunities to make friends with children outside the childminder's home. The childminder uses some strategies to manage children's behaviour but these are not always highly effective. This means that children are not fully supported in their personal development and behaviour.

### **Outcomes for children require improvement**

Outcomes for children are not good enough. Children do make some progress in their learning and development and have some opportunities to build on existing skills. However, weaknesses identified contribute to children not being fully prepared for their next stage in learning. That said, children do enjoy a variety of play experiences, where learning takes place, independently and with some engagement from the childminder. Children are confident to approach visitors.

## Setting details

<b>Unique reference number</b>	EY467466
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	1102670
<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 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	20 March 2014
<b>Telephone number</b>	

The childminder registered in 2013 and lives in Middleton, Manchester. She operates all year round from 7.30am to 5.30pm with flexibility, Monday to Friday, except for bank holidays and family holidays, which are taken in the school holidays. The childminder holds qualified teacher status. The childminder provides funded early education for two-, three- and four-year-old children.

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