

Childminder report

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| Inspection date | 20 November 2018 |
| Previous inspection date | 12 March 2015 |

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of leadership and management | | Requires improvement | 3 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Requires improvement | 3 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- The childminder does not ensure that a record of children's hours of attendance is maintained.
- The childminder has not yet developed a targeted programme for her professional development to help to enhance the overall quality to the highest level.
- The childminder does not use assessment findings to plan meticulously to support children's next steps in learning, so that they are helped to make the best progress possible.
- The childminder has not established effective partnership working with all settings that children also attend.
- The childminder does not gather detailed information about children's individual skills and capabilities from parents on entry.

It has the following strengths

- The kind and considerate childminder provides an inviting and homely environment. Children develop close bonds with her as she takes time to get to know them well. This contributes towards children's high levels of confidence and emotional security. Children are happy and content in her care.
- Children make good progress. Overall, the well-qualified childminder uses her skills and knowledge well. She provides interesting experiences that engage and enthuse children. This contributes towards their curiosity and willingness to learn.
- The dedicated childminder has a generally good understanding of her role and responsibilities. She is aware of the strengths of her setting and evaluates her practice to identify areas for improvement and make positive changes.

What the setting needs to do to improve further

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

| | Due date |
|---|------------|
| ensure that a daily record of children's hours of attendance is maintained. | 20/12/2018 |

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

- establish a clear programme for professional development to improve practice and raise outcomes for children
- make better use of assessments to plan more specific and precise next steps and increase the potential for children to make rapid progress in their learning
- gather more detailed information from parents on entry and share information with all settings that children also attend to support future planning.

Inspection activities

- The inspector toured the premises. She observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector carried out an evaluation of teaching with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, reviewed the childminder's self-evaluation and checked evidence of her suitability and the suitability of all adults who live on the premises.
- The inspector took account of the views of parents.

Inspector

Layla Davies

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder has not kept a record of children's hours of attendance which is a breach of requirements. Nonetheless, she supervises children at all times and ensures that the required ratios are always maintained. Safeguarding is effective. The childminder is aware of her responsibility to keep children safe. Policies and procedures are embedded. These include, regular checks before and during outings, including the walk to school. Furthermore, the childminder ensures that all adults that live on the premises have undergone rigorous suitability checks. Overall, the childminder understands her professional responsibilities and keeps mandatory training updated. However, she does not actively seek further training opportunities to continue to develop her knowledge and skills. The childminder shares regular information with parents about children's care and learning. However, she has yet to establish effective partnerships with all other settings that children also attend to provide consistency in supporting their development.

Quality of teaching, learning and assessment is good

The childminder plans meaningful experiences. For example, after the recent remembrance celebrations the childminder provides a variety of stimulating activities. Children paint poppies, visit the war museum and enjoy meeting a war veteran. However, the childminder does not yet plan precisely to support individual children's next steps in learning. The childminder reads traditional stories to children and provides a variety of props to support her storytelling. For example, children hold gingerbread men puppets as the childminder repeats phrases from the book. This helps to ignite children's interest in reading. Younger boys consider how to join pieces of a wooden train track and take time to connect construction toys together. This contributes toward their physical skills and perseverance.

Personal development, behaviour and welfare require improvement

There are weaknesses in leadership and management regarding documentation and record keeping which require improvement. However, the friendly childminder develops strong relationships with all children. The childminder gathers useful information from parents about children's care routines on entry. This helps them to settle well. However, this information lacks detail about children's learning and development. The childminder is a positive role model. She deals with any very minor instances of challenging behaviour with sensitivity. One way she acknowledges children's good behaviour is by awarding them with a 'proud cloud'. The childminder helps to support children's physical health. Children benefit from many well-supervised outings. These include, walking to school, going to playgroups and visiting places of interest in the local community.

Outcomes for children are good

All children make good progress in readiness for future learning and school. Younger children make choices from accessible and exciting toys in the playroom. Children demonstrate strong speaking skills. They repeat new words, such as 'toadstool', 'grasshopper' and 'dragonfly' as they match corresponding picture cards. Two-year-old children show good mathematical awareness. For example, they confidently count in

sequence and recognise colours as they play and explore.

Setting details

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| Unique reference number | 307350 |
| Local authority | Salford |
| Inspection number | 10084414 |
| Type of provision | |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | |
| Age range of children | 1 - 11 |
| Total number of places | 6 |
| Number of children on roll | 10 |
| Date of previous inspection | 12 March 2015 |

The childminder registered in 1996 and lives in Salford, Greater Manchester. The childminding setting operates from 7.30am to 5.30pm, Monday to Friday, all year round, apart from family holidays and bank holidays. The childminder holds a recognised childcare qualification at level 3. She provides funded early education for three- and four-year-olds.

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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