

Childminder report

Inspection date	7 December 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Not applicable	4
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The childminder does not monitor the quality of the provision well enough. A number of legal requirements are not met. This compromises children's safety and well-being.
- Risk assessment is not effective. Despite identifying potential risks the childminder does not consistently take sufficient steps to minimise hazards identified.
- Sleeping children are not always within sight or hearing.
- Some accidents are not recorded or do not include the required information.
- Poor hygiene practice means the childminder does not always take appropriate action to promote children's good health.
- At times, and particularly after school, poor behaviour management has a negative impact on the well-being and the learning and development of the youngest children.
- The quality of teaching is not consistently good

It has the following strengths

- During school hours, children under three years of age enjoy a broad range of developmentally appropriate activities. They are generally well supported by the childminder. This helps them to make some good progress in their learning and development.
- Children are settled and enjoy affectionate relationships with the childminder.
- The childminder carefully monitors children's progress. She works closely with parents to help to ensure children receive any additional support they need as early as possible.

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
take all reasonable steps to manage risks and ensure the safety of children, with particular regard to eliminating any risks associated with the cleaning products in the bathroom cupboard, the stairs to the first floor and use of the highchair	04/01/2019
keep a written record of accidents or injuries and any first aid treatment given	04/01/2019
take necessary steps to promote the good health of children, with particular regard to implementing appropriate hygiene procedures for toilet training and changing any children wear nappies	04/01/2019
ensure that children are usually within sight and hearing and always within sight or hearing, with particular regard to when they are sleeping upstairs	04/01/2019
increase knowledge and understanding of behaviour management strategies to ensure children's behaviour is appropriately managed.	04/01/2019

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

- increase the rigour with which the quality of teaching is monitored and take necessary steps to ensure teaching is consistently good or better.

Inspection activities

- The inspection was carried out following the risk assessment process in receipt of a concern.
- The inspector observed interactions and spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector checked evidence of the suitability of adults living on the premises and looked at relevant documentation, including policies and procedures.
- The inspector had a tour of the premises with childminder and evaluated the effectiveness of risk assessment.

Inspector
Vickie Halliwell

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. Since registration the childminder has failed to monitor the quality of her provision. As a result, a number of legal requirements are not met. Risk assessments are not always effective. At times, children are exposed to risks because the childminder does not always manage unwanted behaviour effectively. For example, older children throws toys, including wooden blocks and behaves boisterously around young babies. The childminder intervenes quickly to remove babies from unsafe situations. However, she does too little to help some children develop positive behaviour and self-control, in order to prevent this happening again. The childminder accurately identifies the risk posed by the cleaning products in the bathroom cupboard and the stairs to the first floor, but has not taken sufficient steps to manage the risk. Furthermore, the childminder has failed to fully assess the risk posed to older babies who are not securely restrained when they are seated in a high chair. The childminder does not record all accidents. Additionally, some accidents that are recorded do not include the details of any first-aid treatment given. The childminder has completed regular training. This has significantly improved her knowledge and understanding of how to observe, assess and accurately monitor children's progress. The childminder has a secure knowledge of child protection issues and knows how to report any concerns she may have about children's welfare.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is very varied. Young children's communication and language skills are generally well promoted. The childminder routinely models language, she uses rhymes, songs and stories well. She gives babies time to respond and reacts encouragingly to both their verbal and non-verbal communication. The childminder quickly identifies any emerging concerns. She uses expertise gained from recent training, to analyse children's development in their speech and language. She works closely with parents and relevant professionals to implement individual plans to help children to make progress. However, despite some positive practice, the quality of teaching is not consistently good. Disruptive behaviour sometimes means children do not receive the support or learning opportunities they need to make good progress.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management compromise children's welfare. In addition, hygiene practice in relation to toilet training and changing nappies is poor. This is because the childminder does not always ensure changing mats are hygienically clean and used potties are left within children's reach. Children's safety is not assured when they go to sleep. This is because the childminder cannot always hear children who sleep in cots upstairs. The childminder encourages parents to share details of children's care needs when they start. Children quickly form secure attachments to the childminder. Babies are gently reassured as they wake from their afternoon sleep and are lovingly held while being bottle fed. Children enjoy freshly prepared meals and snacks and regular opportunities to be physically active in the fresh air and sunlight.

Outcomes for children require improvement

Despite some weaknesses in the quality of teaching and behaviour management, children are making progress. They are developing some of the key skills they need for nursery and eventually school. Babies are curious learners who are keen to explore and investigate. When it is safe to do so, they play with imagination and enjoy experimenting as they fill and empty containers discovering what sounds they can make. Babies are interested in books. They are developing the dexterity they need to turn the pages so they can explore the different textures on each page with their fingers.

Setting details

Unique reference number	EY556392
Local authority	Manchester
Inspection number	10086373
Type of provision	
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	
Age range of children	0 - 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

The childminder registered in 2018. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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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