

Childminder report

Inspection date	10 January 2019
Previous inspection date	16 May 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires improvement	3
Effectiveness of 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 is a provision that requires improvement

- The childminder does not accurately assess what children know, understand and can do. This means that she does not know precisely enough what children need to learn next. Planned activities lack challenge and children do not make good progress.
- The childminder does not fully understand the different ways that children learn. As a result, her interactions with children do not support them to think critically and have their own ideas.
- The childminder does not use self-evaluation effectively to recognise and rectify weaknesses in teaching and learning. This means that her plans to improve the provision are not clear enough to drive sustained improvement.

It has the following strengths

- The childminder has attended relevant training courses. She has sought out support and advice from a range of sources.
- The childminder seeks and values the views of parents and children. Parents express their trust in the childminder and say she keeps children safe and secure. Parents comment that children look forward to attending the childminder's provision.
- Children demonstrate that they enjoy the company of the childminder. She models tolerant and respectful behaviour. This helps children learn to play together and be kind to each other.

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
use information gained from observations of children's learning to accurately assess what they know, understand and can do	07/02/2019
ensure that the planning of activities takes full account of what children need to learn next, so that they benefit from taking part and are challenged and supported to make good progress	07/02/2019
improve interactions with children, in order to promote rich opportunities for them to think critically and follow their own lines of enquiry.	07/02/2019

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

- use information gained from the evaluation of the provision more effectively to plan actions that drive sustained improvement in children's outcomes.

Inspection activities

- The inspector observed the quality of teaching during daily routines and activities. She discussed a planned activity with the childminder and assessed the impact that interactions and activities have on children's learning.
- The inspector looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- The inspector took account of the views of parents and carers.

Inspector
Susan King

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder has improved some aspects of her systems for meeting the learning and development requirements. For example, she now gathers useful information from parents about children's development and progress when they begin to attend her provision. The childminder demonstrates commitment to improving her practice. However, her action planning is not yet effective enough to drive sustained improvement. This means that there continue to be weaknesses in the quality of the assessment, planning and teaching in her provision. Safeguarding is effective. The childminder knows what she must do if she considers that a child is at risk of abuse or neglect. She makes sensible assessments of risks to children's safety. For instance, children are not allowed to enter the kitchen unsupervised. The childminder keeps accurate records of children's attendance.

Quality of teaching, learning and assessment requires improvement

Planned activities lack purpose and challenge because the childminder does not take enough account of children's prior learning. For example, she plans an activity to promote children's counting skills and understanding of numbers. However, the childminder does not accurately establish what children already know, understand and can do. Consequently, she does not know what she wants them to learn next, and asks them to carry out number and counting tasks that they are not yet able to complete successfully. That said, some of the childminder's teaching helps to promote children's progress. For example, children lie on big pieces of paper and the childminder draws round them. She names different parts of the body as she draws. This helps children to extend their vocabulary in a meaningful context.

Personal development, behaviour and welfare require improvement

Children choose from and play with a suitable range of toys and resources. However, weaknesses in the quality of teaching mean that children are not supported well enough to think deeply. This is exemplified when the childminder asks children too many questions that do not help to extend their knowledge or promote new lines for their enquiry. The childminder follows policies and procedures that help her to promote children's welfare. For example, she keeps records about children's accidents and injuries, and shares the information with parents. The childminder provides healthy food and drinks for children. She makes sure that snacks and meals are safe for children with allergies.

Outcomes for children require improvement

Weaknesses in teaching mean that children do not make good progress from their starting points. However, most children develop the basic skills and knowledge they need to start school. Children develop independence in using the toilet and know they must wash their hands afterwards. They learn to put on and take off their shoes and coats.

Setting details

Unique reference number	EY423072
Local authority	Oldham
Inspection number	10084962
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	16 May 2018

The childminder registered in 2011 and lives in Shaw. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

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Piccadilly Gate
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