

Childminder report

Inspection date	22 January 2019
Previous inspection date	18 February 2016

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

This is a provision that requires improvement

- The childminder does not keep an accurate record of children's attendance. This is a breach of the legal requirements.
- The environment is not organised to maximum effect to help children to make choices about what they want to do.
- Self-evaluation is not sharply focused and does not consistently include the views of parents to help to identify further areas for improvement.

It has the following strengths

- The childminder is well qualified and experienced and has a good knowledge of children's current and future learning needs. She uses information from observations of children's play effectively to accurately assess children's development. The childminder plans challenging activities that capture children's interest and motivate them to learn. Children make good progress.
- Babies and children make strong relationships with the childminder, who is extremely sensitive and caring. The childminder responds quickly to children's care needs to ensure that they remain comfortable and content. This has a positive impact on their health and well-being. Children demonstrate high levels of emotional security within the setting.
- Partnerships with parents and other early years providers are good. The arrangements for sharing information about children's learning and progress are effective. This helps to promote good levels of consistency and continuity of care and learning for all children.

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
maintain an accurate record of children's attendance.	25/01/2019

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

- provide extensive opportunities for babies and children to make choices about what they want to do to further enhance their good independence skills
- make better use of self-evaluation that consistently includes the views of parents to help to identify further areas for improvement.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector talked to the childminder and children at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, including safeguarding policies and procedures and evidence of the qualifications and suitability of the childminder and other adults living and working on the premises.
- The inspector discussed the observation, assessment and planning process with the childminder.

Inspector

Julie Kelly

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Written policies and procedures are consistently implemented and underpin daily practice. The childminder places high priority on ensuring children are safe and well protected. Children are well supervised at all times. The childminder has a complaints policy and log to record any concerns raised. She has a good understanding of the referral procedures to follow should she have concerns about the health or welfare of a child. The childminder understands the changes that need to be notified to Ofsted, such as allegations and serious accidents. The childminder is proactive at seeking out further training to help to enhance her knowledge and skills and improve learning outcomes for children. The childminder uses the knowledge she gains from continuous professional development and puts this into practice. For example, recent training on schematic learning has helped the childminder to identify children who learn in this way and provide activities and resources to further enhance their development.

Quality of teaching, learning and assessment is good

The childminder has a good knowledge and understanding of child development and the learning needs of the children in her care. She carefully tracks children's progress, which enables her to quickly identify any gaps in their development and, with permission from parents, seek external intervention, if needed. Babies and young children thoroughly enjoy exploring the texture of dough. They press, poke and roll the dough, make patterns in it with their fingers and use tools, such as rolling pins and cutters. This helps children to develop good small-muscle control in readiness for writing when they start school. The childminder is particularly skilled at supporting children to develop their communication and language skills. She repeats sounds that babies make, names objects and provides a running commentary to describe what they are doing. Space for babies to move around, appropriately placed furniture and activities at child height, encourage them to become mobile. Babies make rapid progress in their physical development.

Personal development, behaviour and welfare require improvement

The childminder does not keep a record of attendance, which compromises children's safety in the event of an emergency. Despite this, the childminder teaches children how to stay safe. She explains the rules that help to keep them safe when out walking and why they should not climb on the furniture. The childminder plays alongside children to teach them how to share and take turns. Children behave well. The childminder creates a culture of mutual respect within the setting. She teaches children to use good manners and how to sit appropriately at the table when eating. This has a positive impact on their social skills.

Outcomes for children are good

All children, including those whose starting points are below expected levels of development, make good progress. They develop very good self-care skills. For example, they find their own shoes from their personal belongings box, put them on and help themselves to drinks from the dispenser. Children develop a good range of skills, abilities and attitudes that prepare them well for future learning and the move to school.

Setting details

Unique reference number	EY446531
Local authority	Salford
Inspection number	10092045
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	18 February 2016

The childminder registered in 2012 and lives in the Walkden area of Worsley, Manchester. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3 and works with another registered childminder. She provides funded education for three-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

