

Childminder report

Inspection date	23 January 2019
Previous inspection date	7 November 2017

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Good	4 2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The childminder's understanding of how to promote the learning and development of children is poor. This has led to a number of breaches in the learning and development requirements.
- Assessment procedures and observations of children's learning are weak. The childminder is unable to identify if children's development is appropriate in relation to their age. She does not plan for children's individual learning needs and this impacts on their ability to make good progress.
- The quality of the childminder's teaching is poor. For instance, the childminder constantly over directs children as they play and does not offer appropriate levels of challenge. Children do not enjoy a balance of adult-led and child-initiated play. Furthermore, the childminder does not support the development of children's communication and language effectively.
- The environment and resources are not organised well enough to promote children's independent choices. This does not stimulate children or motivate them to learn.
- The childminder's partnerships with parents are not adequate. She does not find out important information about children's interests and abilities before they start.
- The childminder does not target her professional development plans precisely to achieve and maintain a good quality of teaching.
- The childminder does not have a suitable understanding of the strengths or weaknesses of her practice. She lacks the desire to strive for continual improvement or to plan for the future.

It has the following strengths

- The childminder ensures that children engage in suitable hygiene procedures. For example, children wash their hands prior to eating and the childminder provides children with tissues to wipe their nose.
- Children's behaviour is suitable in relation to their age. For instance, they listen to the rules when walking to school and hold the childminder's hand.

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 knowledge and understanding of the learning and development requirements is in place to help to improve outcomes for children	31/03/2019
develop observation and assessment procedures to help identify emerging gaps in children's development and use this information to plan next steps for their learning	31/03/2019
develop the quality of teaching to provide an effective balance of adult-led and child-initiated play opportunities and appropriate levels of challenge that promote children's learning	31/03/2019
organise the environment so that children can freely access a broad range of resources that motivate them to learn	31/03/2019
gather more information from parents about children's interests and what they know and can do when they start at the setting to support their learning needs effectively.	31/03/2019

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

- undertake appropriate professional development opportunities to raise the quality of teaching and practice to a good level
- improve self-evaluation to identify areas of weakness and plan for improvements to raise the quality of the provision.

Inspection activities

- This inspection was carried out following the risk assessment process.
- The inspector observed the childminder's interactions with children and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection. She viewed a range of documents and checked evidence of the suitability of adults living and working on the premises.
- The inspector observed a planned activity and jointly evaluated the teaching with the childminder.
- The inspector spoke to two parents on the day of the inspection and she took account of their views.

Inspector
Savine Holgate

Inspection findings

Effectiveness of leadership and management is inadequate

The childminder does not have an accurate view of the quality of her practice. This means that she does not have adequate plans in place to help her to improve. Since the childminder's last inspection, with the exception of mandatory training, she has not engaged in further professional development opportunities. This has had a negative impact on the quality of teaching and practice. Safeguarding is effective. The childminder has a suitable awareness of child protection. She knows how to identify the potential signs and symptoms of abuse and the reporting procedures. This includes what to do in the event of an allegation being made against herself or a family member. The childminder has a suitable understanding of the 'Prevent' duty guidance. She recognises her responsibility to identify families that may be at risk of radicalisation. The childminder ensures that her assistant, who occasionally works alongside her, understands his roles and responsibilities. She has an awareness of the occasions when she has to make a notification to Ofsted. The childminder ensures that she adheres to confidentiality requirements. For instance, children's personal information is stored in a locked cabinet.

Quality of teaching, learning and assessment is inadequate

The childminder lacks the ability to observe and assess children's learning effectively. She does not gather information about children's prior skills and knowledge. This results in the childminder having a poor understanding of children's level of development, particularly at the start. Additionally, this means that she is unable to identify when children may benefit from support from other professionals. The childminder does not provide effective challenge to build on children's communication and language skills. For instance, she asks three-year-old children numerous closed questions in quick succession and she does not wait for them to respond. The childminder's interactions lack challenge. For instance, she points to pictures on a poster and asks children 'what's this?' This results in children quickly losing interest. The childminder does not offer a balance of adult-led activities and child-initiated play. For instance, she does not identify when children are showing clear signs that they lack the motivation to join in. The childminder sings songs repeatedly and instructs children to 'sing'. Children respond by looking at the ground and avoiding eye contact. This impacts negatively on children's confidence and motivation to learn. However, the childminder introduces counting when she sings. This helps children to develop an understanding of number.

Personal development, behaviour and welfare require improvement

The childminder has a range of toys and resources, however, the majority are stored in a cupboard that children do not access. This means that the childminder makes decisions about what children play with. She provides children with one resource or activity at a time. This hinders children's freedom to make independent choices to support their play. Children who are new to the setting show little enthusiasm throughout the day. When they do show curiosity in something, such as a bike, the childminder directs them away to other activities of her choosing. Despite the weaknesses, children attend to their own personal care routines. They access fresh air daily as they walk to and from school. This helps to support their physical well-being and builds on their awareness of the diverse society in which they live. The childminder provides foods that meet children's dietary

requirements and she respects children's cultural backgrounds. She understands how she would deal with a child who has a severe allergy. This helps to keep children safe. Children are provided with some opportunities to develop their physical skills. For example, they use their hands to squeeze and manipulate dough and roll it into small balls.

Outcomes for children are inadequate

The weaknesses in assessment, planning and teaching impact on children's ability to make good progress. The childminder does not have a good enough understanding of how to prepare children for their next stage in learning. She does not have high enough expectations about what some children can achieve. This results in children being poorly prepared for school. For instance, children are not supported to develop suitable speaking skills. They do not show the motivation to join in and engage in learning due to the poor quality of teaching that takes place.

Setting details

Unique reference number	EY488863
Local authority	Manchester
Inspection number	10092179
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	7 November 2017

The childminder registered in 2015. She operates all year round, from 6am until 9pm, Monday to Friday, except for bank holidays and family holidays. She works with an assistant on some occasions.

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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