

# Childminder report

<b>Inspection date</b>	7 March 2019
Previous inspection date	Not applicable

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

## Summary of key findings for parents

### This provision is inadequate

- Safeguarding arrangements are weak. The childminder does not have up-to-date knowledge of child protection, to enable her to identify and respond to signs of possible abuse and neglect. This places children at risk.
- The childminder has not maintained a current first-aid qualification. This compromises children's safety.
- The childminder has little understanding of the learning and development requirements, which limits her ability to promote children's learning across all areas.
- Teaching does not promote positive learning because observation and assessments are not strong enough to identify children's full abilities in all areas and effectively plan for their next developmental steps.
- Assessments of children's learning are weak. The progress check for children between the ages of two and three years is not completed.
- The childminder has not taken sufficient action to improve her knowledge and understanding of the early years foundation stage.

### It has the following strengths

- The childminder has a caring and welcoming approach towards children and has formed strong relationships with them. This helps children to feel at ease and confidently interact with each other.
- Children are happy and confident to initiate their own play experiences as they explore the well-resourced environment.

## 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
update knowledge of safeguarding issues including how to identify signs of possible abuse and neglect at the earliest opportunity, and how to respond in a timely and appropriate way	21/03/2019
complete a paediatric first-aid training course that is relevant to caring for children	07/04/2019
improve knowledge and understanding of the learning and development requirements and use this knowledge to meet the individual learning needs of children and respond to their interests	07/04/2019
assess children's progress and complete the progress check for children aged between two and three years and provide parents with a short written summary of their child's development in the prime areas.	07/04/2019

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

- establish a programme of professional development to improve the quality of the provision.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and the children at relevant times during the inspection.
- The inspector looked at relevant documentation, such as the childminder's policies and procedures, and evidence of the suitability of adults living at the home.

### Inspector

Emma Barrow

## Inspection findings

### Effectiveness of leadership and management is inadequate

The childminder's understanding of the requirements of the early years foundation stage is not secure and she does not meet her legal responsibilities. The childminder does not hold a valid paediatric first-aid qualification. The arrangements for safeguarding are ineffective. The childminder has insufficient knowledge of child protection and is unsure of the procedures to follow if she is concerned that a child is at risk of harm. She does not use self-evaluation effectively to identify weaknesses in her provision. In addition, the childminder has not recognised the importance of accessing professional development opportunities to improve her knowledge of supporting children. Parents have access to some useful policies upon admission and are provided with a welcome pack to introduce them to the childminder's home. The childminder checks that rooms, furniture, equipment and toys are suitable and safe before children use them.

### Quality of teaching, learning and assessment is inadequate

The childminder has a limited knowledge of the seven areas of learning in the early years foundation stage. Teaching is weak and children do not make sufficient progress in their learning and development. The childminder has not identified suitable ways for planning and tracking children's progress. She does not effectively observe and assess children's progress and fails to identify potential gaps in their learning. This contributes to weaknesses in ensuring teaching is tailored to match children's individual needs. The required progress check for children between the ages of two and three years is not completed and a written summary is not provided to parents.

### Personal development, behaviour and welfare are inadequate

Children's safety and well-being are compromised due to breaches of the statutory requirements. Nevertheless, the childminder encourages children to persevere at tasks and praises them for achievements. She promotes children's self-esteem and confidence, helping to develop their emotional well-being and positive behaviour. Children develop dexterity and good hand-to-eye coordination through handling toys. They develop self-help skills as they feed themselves. Attending playgroups and activity centres effectively supports children's development and confidence as they become aware of others and the community in which they live.

### Outcomes for children are inadequate

Monitoring arrangements to ensure children are working within the range of development that is typical for their age are weak. Children's starting points for learning are not known and their activities and progress are not purposefully monitored. Planning is not effective enough to challenge children or help them make the most of the resources. As a result, children do not make sufficient progress to support their readiness for school when the time comes.

## Setting details

<b>Unique reference number</b>	EY536627
<b>Local authority</b>	Salford
<b>Inspection number</b>	10089980
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2017 and lives in Worsley, Manchester. She operates all year round, Monday to Friday from 7am until 6pm, with the exception of 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.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

