

# Childminder report

**Inspection date**

15 April 2019

Previous inspection date

10 September 2015

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		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 make the best use of the information she obtains about children's learning and development. Consequently, assessment arrangements are inconsistent and do not provide the childminder with a clear overview of progress. Next steps in learning are not age-appropriate and do not aid children in reaching their full potential.
- Behaviour management procedures are inconsistent. The childminder does not consistently remind children of what is expected of them. Therefore, behaviour can occasionally be poor.
- The childminder does not reflect closely enough on the overall quality of the provision. She does not set focused targets for development to bring about positive change.
- The childminder does not always share the progress check for children aged between two and three years with all parents. This means that a collaborative approach to further learning is not consistent for assisting children's progress.

### It has the following strengths

- Children have access to a wide variety of play equipment. They enjoy selecting toys that interest them and show good concentration skills.
- The childminder understands her responsibilities to keep her premises safe. For example, she conducts regular risk assessments and carries out daily safety checks. This supports children's safety and physical well-being.
- Children are comfortable in the care of the childminder. She is aware of their individual care needs and is mindful of their personal requirements. The childminder offers care and comfort to children to support their emotional well-being.

## 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
improve the arrangements for providing children with challenging next steps in their learning	31/05/2019
ensure parents are aware of and involved in the progress check for children aged between two and three years	31/05/2019
ensure behaviour management procedures are consistently followed and young children are provided with clear boundaries from the outset to help them develop a good understanding of behavioural expectations.	28/06/2019

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

- enhance the self-evaluation process so it has accurate priorities for improvement, in order to raise the quality of the provision to a higher level.

### Inspection activities

- The inspector viewed activities indoors and assessed the impact they have on children's development.
- The inspector had a tour of all the areas of the home used for childminding.
- The inspector sampled a range of documentation used by the childminder, including policies, procedures, children's records and evidence of the suitability checks for all adults living in the home.
- The inspector held discussions at appropriate times during the inspection.

**Inspector**  
Shelley O'Brien

## Inspection findings

### Effectiveness of leadership and management requires improvement

Safeguarding is effective. The childminder uses her sound knowledge of legislation to ensure children are protected from harm. She has kept her safeguarding training up to date and continually refreshes her knowledge in this area. She knows the steps to take if an allegation is made against herself or a family member. Overall, the childminder aspires to improve her provision. She gathers the views of children and parents to help her to identify positive practice and activities that children would like to experience. However, she does not make the best use of self-evaluation to identify and address all weaknesses in her overall practice.

### Quality of teaching, learning and assessment requires improvement

Assessment arrangements are inconsistent and do not provide the childminder with a precise overview of progress. Next steps in learning are not age-appropriate and do not provide children with enough challenge. Consequently, some children are not meeting developmental milestones. The childminder does not share the progress check for children aged between two and three years with all parents. This means that parents do not always know how well their children are progressing across the prime areas of learning. Children enjoy a range of activities that are offered by the childminder. They play with trains they have created from boxes, which supports their imaginative skills. The childminder encourages children's early mathematical skills. Children identify and match colours to support their learning further. Early language and communication skills are supported effectively. The childminder speaks clearly to children and encourages their voices to be used. This helps them to acquire new words and understanding of instruction.

### Personal development, behaviour and welfare require improvement

Care practices are well established. Children form secure bonds with the childminder and settle quickly. Children's behaviour is, on occasions, poor. The childminder does not provide all children with clear behaviour expectations. Consequently, younger children do not always follow rules and guidance for positive behaviour. The childminder supports children in their understanding of living a healthy lifestyle. She promotes independence and encourages children to tend to their physical needs. Children are provided with nutritious meals and opportunities to be physically active. Older children help to prepare for mealtimes with the childminder, pouring their own drinks and cutting vegetables.

### Outcomes for children require improvement

Children do not always make the best possible progress from their starting points. However, children develop the basic skills they need for the next stage of their learning and eventually their move to school. For example, children enjoy helping to keep their environment safe and tidy, they self-select toys of interest and persevere while completing puzzles. The children enjoy their time with the childminder.

## Setting details

<b>Unique reference number</b>	312013
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10072081
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	10 September 2015

The childminder registered in 1994 and lives in the Ashton-under-Lyne area of Tameside, Greater Manchester. The childminding setting operates from 7.30am to 6pm, Monday to Friday, all year round, with the exception of personal holidays and bank holidays.

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