

Childminder report

Inspection date	28 May 2019
Previous inspection date	24 March 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 hold a current paediatric first-aid qualification.
- The childminder does not share detailed information with other settings that children attend to help support their learning and development.
- The childminder's self-evaluation is not effective enough to identify her ongoing training needs or to ensure that she has addressed mandatory training requirements.

It has the following strengths

- Children are happy. They share good caring relationships with the childminder. This helps to support their emotional development.
- The childminder makes regular observations and assessments of children's learning. She plans appropriate next steps to help them make progress in their learning.
- The childminder provides a broad range of activities built around children's interests. She plans regular outings into the local community, which helps to widen children's experiences.
- Children are well behaved. The childminder sets high expectations and is a positive role model. Children are encouraged to take turns with resources.
- Comments from parents are very positive about the quality of the childminder's provision.

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
obtain and maintain a paediatric first-aid qualification.	24/06/2019

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

- strengthen partnership working with other settings to help support a consistent approach to promoting children's learning and development
- strengthen self-evaluation procedures to inform a programme of training to support ongoing professional development.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector held discussions with the childminder and a parent. She talked to children during the inspection.
- The inspector looked at a selection of documentation, including children's learning records, the childminder's self-evaluation, safeguarding procedures and training records.
- The inspector considered evidence of suitability checks carried out for all adults living in the home.

Inspector

Kate Smith

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder has let her paediatric first-aid qualification lapse. This shows that her self-evaluation is not fully effective in monitoring the quality of her provision. Safeguarding is effective. The childminder has a secure knowledge of the possible signs and symptoms of abuse. She understands the correct procedures to follow in the event of a concern regarding children's welfare. The childminder uses effective risk assessment to help maintain a safe environment for children in her home and on outings. She regularly monitors children's progress in their learning. She shares information well with parents, which helps to provide continuity for children. However, opportunities to share information with other settings that children attend are not fully established.

Quality of teaching, learning and assessment is good

The childminder takes account of the different stages of development of children as she plays alongside them. She provides good levels of challenge to help support their individual learning. The childminder asks questions to support children's thinking. She provides opportunities for them to try out ways to do things. For example, children explore cutting dough with scissors and with a knife. The childminder models actions for children to copy. This helps to extend their skills. Children try out their own ideas as they play. For example, they use their imagination to mould and shape dough to create plates of pretend food. The childminder sings familiar rhymes and reads stories to children. This helps to support their language development and foster their literacy skills. The childminder encourages children to count. She introduces mathematical language, such as 'half', to support their understanding of quantity.

Personal development, behaviour and welfare require improvement

The childminder has not kept her first-aid knowledge and skills up to date. However, she demonstrates a basic knowledge to help her support children's health and safety in an emergency. She knows the children well and responds quickly and sensitively to meet their individual care needs. The childminder adapts her menu to take account of children's individual allergies. Admission procedures are effective. The childminder finds out about and respects children's home routines, adapting her provision accordingly, to help support their well-being. Children play outdoors in the fresh air on a daily basis. They take appropriate risks in their play. For example, children climb on equipment in the local park. This helps to promote their balance and coordination. The childminder fosters children's independence and self-care skills effectively.

Outcomes for children are good

All children are making good progress in their learning. The childminder uses praise effectively to help support children's engagement and to foster their self-confidence. Children are learning to recognise letters and the sounds that they make. They enjoy writing their own name. Children confidently name shapes and recognise numerals. Young children concentrate as they build with bricks. Children listen carefully to the childminder. They mix with others at local toddler groups. This helps to promote their social skills. Children are developing skills that will support the next stage of their learning.

Setting details

Unique reference number	EY370236
Local authority	Manchester
Inspection number	10064797
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	24 March 2016

The childminder registered in 2008 and lives in Whalley Range, Manchester. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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