

Childminder report

Inspection date	11 June 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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 ensure a first-aid kit is continually accessible, as required.
- The childminder does not always ensure there is a good balance of teaching and learning opportunities across all areas of learning. In particular, opportunities for children to write and make marks are limited. Children's progress in this aspect of literacy is below expected standards.
- The childminder does not always encourage children to follow good handwashing procedures. This increases the risk of infection and does not promote their good health.
- Sometimes, the childminder's use of loud background music disrupts activities which require focus and concentration.
- The childminder is attentive, which is a strength of her practice. However, occasionally she completes some tasks for children and does not give them time and encouragement to try for themselves. Children's independence is not fully promoted.

It has the following strengths

- Children are polite and use good manners. They respectfully tidy away toys and cooperate with requests.
- The childminder is calm, gentle and respectful in her interactions with children. Children enjoy her company and are happy in her care.
- The childminder helps children to develop their communication and language skills well. She asks questions, engages in conversation and narrates as she plays.
- The childminder evaluates her practice. She understands her weaknesses and shows a positive attitude towards improvement.

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 an appropriate first-aid kit is accessible continually	09/07/2019
ensure the programme of learning is balanced across all areas of development, particularly by providing more opportunities for children to develop literacy and writing skills during play.	09/07/2019

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

- implement robust personal hygiene procedures to help protect children against the risk of infection
- help children to concentrate and focus on their learning without distraction
- increase opportunities for children to be more independent and encourage them to complete tasks for themselves.

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 a number of discussions with the childminder. She looked at relevant documentation used to support the childminder's practice.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents.

Inspector

Michelle Jacques

Inspection findings

Effectiveness of leadership and management requires improvement

Arrangements for safeguarding are effective. The childminder is aware of the signs that may indicate a child is at risk from harm. She completes regular refresher training in safeguarding to help to improve her knowledge in this area. At times, the childminder does not have access to a first-aid kit, as required. For example, she does not take a first-aid kit on frequent trips, to use if a medical emergency occurs when out of the home. Despite this, the childminder provides a comprehensive first-aid kit at her registered property and has completed appropriate first-aid training. She understands how to respond to accidents appropriately. Therefore, the absence of a first-aid kit on trips does not significantly hinder children's welfare. The childminder communicates openly with parents. She shares daily feedback about children's experiences and helps parents to support children's care and learning at home.

Quality of teaching, learning and assessment requires improvement

Children enjoy their play and generally remain occupied and busy. They enthusiastically follow their interests, which motivates them in their learning. The childminder interacts with children and her suggestions help to extend children's learning. For example, children are encouraged to categorise coloured bricks when playing with construction resources. They develop some physical skills as they build towers and join bricks together. Children discuss and compare 'big' and 'small' towers. This helps to develop their knowledge of size and quantities as they play. Overall, the programme of learning is age appropriate and engaging. However, the curriculum does not capture all areas of learning and some children do not make good all-round progress. For instance, older children are not provided with frequent or rich opportunities to experiment with mark making and practise early writing skills. At times, loud rhythmical music plays in the background when children try to read books. This distracts children and prevents them from concentrating.

Personal development, behaviour and welfare require improvement

Children develop friendships and social skills as they play alongside each other. Regular trips within the community enable children to enjoy fresh air and exercise daily. The childminder does not consistently teach children about the importance of good hygiene and help them to understand that this promotes their good health. Occasional lapses in personal hygiene routines, such as handwashing before meals, do not fully promote children's welfare. Despite this, the childminder's home is immaculately clean and tidy. Sometimes, the childminder does not encourage children to complete tasks for themselves and develop their independence skills during routine tasks and play.

Outcomes for children require improvement

Children make some progress in their learning, particularly in their communication and mathematics skills. However, weaknesses in teaching have an impact on children's progress in other areas of development, such as literacy. Children learn how things work and interact with technology. For example, they confidently use a digital piano. Children count, understand quantity and begin to recognise numbers. Children acquire some skills in preparation for the next stage in their learning and the move to school.

Setting details

Unique reference number	EY547780
Local authority	Manchester
Inspection number	10107278
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

The childminder registered in 2017 and lives in Manchester. She operates all year round, from 7am to 6pm on Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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