

# Childminder report

<b>Inspection date</b>	18 July 2019
Previous inspection date	23 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 have a secure enough understanding of Ofsted's notification requirements. She has failed to notify Ofsted of changes to household members.
- Although the childminder is up to date with mandatory training, she has not planned professional development opportunities to build on her already good knowledge and skills to raise the quality of teaching even higher.
- Children are not fully encouraged and supported to lead their own play and try out their own ideas.

### It has the following strengths

- The childminder makes regular and precise observations of children to identify their skills and abilities. She plans a range of experiences to address gaps in children's individual learning and focus on what they need to learn next. This contributes to the good progress children make.
- Children develop confidence in different social situations. For example, they attend local playgroups where they meet and play with other children. Children are developing their self-confidence and social skills in readiness for their future learning.
- The childminder is a positive role model and teaches children to use good manners and to share and take turns. Children show consideration for others and their behaviour is good.
- The childminder seeks the views of parents and children to help make positive changes and improvements. For example, she encourages their involvement in menu planning to reflect children's individual dietary requirements and preferences.

## What the setting needs to do to improve further

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

- strengthen the programme of professional development to further enhance the already good quality of teaching to a higher level
- provide greater opportunities for young children to explore their own play ideas and find ways of doing things for themselves.

### Inspection activities

- The inspector viewed all the areas of the premises used for childminding.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector evaluated a learning activity with the childminder. She spoke with the childminder and children throughout the inspection.
- The inspector looked at relevant documentation and viewed evidence of suitability for persons living in the household.
- The inspector took account of the written views of parents.

**Inspector**  
Helen Gaze

## Inspection findings

### Effectiveness of leadership and management requires improvement

The childminder has not provided Ofsted with details about all adults living in the household, to allow the required suitability checks to be carried out. However, the impact on children's safety is minimal as the childminder does not allow household members to have unsupervised contact with children at any time. Safeguarding is effective. The childminder attends child protection training to keep her knowledge of safeguarding issues up to date. She knows how to identify and report concerns regarding a child's welfare. The childminder has effective systems in place to evaluate her practice. She successfully identifies her strengths and areas for development. For example, she recognises that a more focused approach to her continued professional development would help build on her knowledge and skills and raise the quality of her teaching even further.

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

The childminder has developed strong partnerships with parents and actively encourages their involvement in their child's learning. For example, she regularly shares information with parents about children's progress and provides resources so that parents can continue children's learning at home. The childminder interacts positively with children and skilfully supports their communication and language skills as they play. For instance, she engages children in singing action songs and rhymes. Children laugh and giggle as they copy the childminder's actions and join in with familiar songs. The childminder builds on children's understanding of technology. For instance, she provides toys with buttons, lights and sounds. Children have fun as they learn how to operate simple mechanical toys.

### Personal development, behaviour and welfare require improvement

Children's welfare cannot be fully assured because of the weakness in leadership and management. Children form close attachments to the childminder who is very caring and nurturing. They play in a happy and homely environment and overall, they enjoy opportunities to explore. However, some activities are over directed and children's resources are chosen by the childminder. This does not fully provide children with opportunities to decide what toys they wish to play with and how they wish to use them, to further enhance their independent play. The childminder follows children's individual routines, which helps them to feel secure and well cared for. For example, she recognises when children are becoming tired and provides a comfortable area for them to sleep. Children have regular opportunities to be physically active outdoors. They play in the childminder's garden and experience a range of outings to parks and play areas.

### Outcomes for children are good

Children enjoy learning and they concentrate well during activities. They show confidence in their speaking skills. For example, they learn to say the names and sounds of the different animals as they play with small-world toys. Children make good progress in all areas of their learning, particularly in their mathematical development. For example, they show they are confident to fit shapes into spaces and enjoy filling and emptying containers. They develop the skills that are important for their future learning.

## Setting details

<b>Unique reference number</b>	EY235912
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10066477
<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>	0 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	23 March 2016

The childminder registered in 2002 and lives in Sale, Cheshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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