

# Childminder report

<b>Inspection date</b>	21 August 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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 implement an effective programme of professional development, to ensure that staff have the skills to provide children with a consistently good quality of teaching and learning.
- Assistants do not plan with enough care to ensure that the learning needs of each child are met. Younger children are overlooked and older children's challenge and enjoyment are limited due to the numbers and ages of children in the group.
- On occasions, the childminder and her assistants do not allow children sufficient time to answer questions.
- Self-evaluation is still in the early stages. The childminder does not always seek the views of others or review any improvements made, to establish their effectiveness.

### It has the following strengths

- The home is very well resourced and provides an inviting and stimulating place for children to play and learn. Children are confident, inquisitive and eager learners.
- The childminder and her assistants help children to feel safe and secure. Children are greeted warmly and they have formed secure bonds with the adults who care for them. This promotes their sense of security and emotional well-being.
- The childminder is adept at helping children understand the difference and similarities between their cultural diversity. Her simple explanations are helping children gain a positive sense of themselves and to respect others they play with and meet.
- The childminder engages well with parents to promote children's care and learning. She seeks the support of other professionals to gain any additional help a child may need.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	Due date
establish a programme of supervision and professional development which focuses more precisely on what is required to ensure assistants have the skills to provide consistently high-quality teaching and improve their practice	27/09/2019
ensure that staff consider the individual needs, interests and stage of development of children during group activities.	27/09/2019

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

- improve the way staff interact and encourage children's speaking skills, to allow children time to compose their thoughts and share their answers without being rushed or the adults answering the questions they have posed for them
- strengthen the systems for self-evaluation and seek the views of parents, children and staff to identify areas for development and continue to review any changes, in order to sharply drive improvement.

### Inspection activities

- The inspector observed the quality of teaching during activities inside and outside, and assessed the impact this has on children's learning.
- The inspector conducted a joint observation with the childminder.
- The inspector held discussions with the childminder and her assistants.
- The inspector looked at relevant documentation, including evidence of the suitability of household members and assistants. He also looked at children's records, risk assessments and safety records, arrangements for assistants providing sole care for the children, and a range of other regulatory documentation, policies and procedures.
- The inspector spoke to children during the inspection and took account of the views of parents and carers through electronic messages sent to the childminder.

#### Inspector

Frank Kelly

## Inspection findings

### Effectiveness of leadership and management requires improvement

The childminder ensures that any assistants employed have relevant training, such as first aid and safeguarding. However, she does not provide targeted support to help them develop their teaching skills to a consistently good level. The childminder self-evaluates her service. She has yet to review the impact of any changes to ensure effective improvement. Nevertheless, she is well organised and her home is secure. Children are always well supervised. Risk assessments demonstrate that the childminder considers the steps to take to promote children's safety in the home and when on outings. Parents are consulted on occasions when assistants may have sole care of children. The childminder now understands this is for short periods of time only, for example when children are collected from school. Safeguarding is effective. The childminder and her assistants have a sound understanding of the signs and symptoms of abuse. They know the procedures to follow if they have a concern about a child. All adults understand that they must report any allegation made against one of them. All relevant required records are maintained and written feedback from parents praises the care that is provided for their children.

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

The teaching is not consistent across all adults. For instance, during a group activity, a younger child is overlooked and toddlers lose interest. Older children become frustrated as their learning keeps being interrupted. The childminder ensures that regular observations and assessments are undertaken to allow her to monitor the progress of each child. She discusses their progress with parents and any additional help that they may need. This helps children to close gaps or prepare for a move to school. The childminder has created a rich learning environment in which children play freely. For instance, toddlers enjoy pouring water and making the water wheel move. The childminder tests children's knowledge effectively. For example, when a child talks about the colour black on a bear, she asks the child to show her which bit is that colour.

### Personal development, behaviour and welfare require improvement

The childminder organises her garden to provide a wide range of things to do. Children climb, balance and swing. Toddlers care for the dolls and pretend they are going shopping. Pre-school children look at books and draw pictures on a giant board. Children dig and explore the plants, extending their understanding of the world. While children's physical and social development are promoted, staff do not fully support their speaking skills. On occasions, adults ask questions too quickly and do not allow children time to answer. Children learn to attend to their personal hygiene and about eating healthily.

### Outcomes for children require improvement

Children demonstrate skills that are within the range of development typical for their age. However, they are not always sufficiently challenged to help them make even better progress. That said, children are developing some of the key attitudes that provide a firm foundation for future learning. They show a keen interest in books and can listen to and follow instructions. They enjoy creative activities, share well and enjoy the company of other children.

## Setting details

<b>Unique reference number</b>	EY555480
<b>Local authority</b>	Salford
<b>Inspection number</b>	10119704
<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 - 13
<b>Total number of places</b>	18
<b>Number of children on roll</b>	47
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2018 and lives in Salford. She operates all year round, Monday to Friday from 6.30am to 8.30pm, except bank holidays and family holidays. The childminder works with two assistants and holds qualified teacher status. She provides funded early education for two-, three- and four-year-old children.

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)

