

Childminder report

Inspection date:

24 September 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children play in a well-resourced environment. However, risk assessments are not always used effectively to identify all possible hazards. The childminder maintains most required records. Overall, this contributes to the safe running of the provision. Any breaches in requirements do not have a significant impact on children's learning and development or safety and welfare.

Children arrive happy, eager to play and learn. However, assessments are not accurate or precise. The childminder does not always consider how she can build on what children already know. For example, she does not always focus her teaching to support each child's unique level of development. This does not help children to make the progress that they are capable of. Overall, children behave well and learn to share and take turns. However, the childminder is not always consistent in how she manages children's behaviour.

Children are active learners. They talk and sing into a microphone during an animated small-group session. They look at books with interest and choose a spider puppet to indicate the song they want to sing. Young children make birthday cakes from coloured dough and older children count three lollypop stick 'candles'. Children paint the outdoor easel using water and brushes, and manipulate dough using their small finger muscles. Activities like these, along with colouring in templates of favourite cartoon characters, contribute towards children's writing skills in readiness for school.

What does the early years setting do well and what does it need to do better?

- The childminder has attended a variety of training courses since the last inspection. This has helped her to make some improvements to the quality of her provision. However, there are breaches in requirements, and aspects of practice are not yet good.
- The curriculum is not planned and sequenced to build on all children's prior knowledge. However, overall, children are developing some skills for future learning. Children make typical progress. However, the childminder does not always use accurate assessment and adapt teaching as necessary, or build on opportunities to challenge children's individual skills and learning to the highest level.
- Parents comment that they are happy with the childminder's care and the quality of education that children receive. Parents say the childminder keeps them updated with children's progress and shares advice with them. For example, how to support toilet training. The childminder shares ideas for activities, such as writing, which help parents to continue children's learning at home.
- The childminder fails to identify all possible hazards. This is with particular

regard to the dirty mop bucket and the nappy waste bin.

- The childminder places strong emphasis on supporting children's mathematical awareness. Children use some numbers in sequence during play. Younger children create structures using building blocks. Older children recognise numerals and recite numbers in order up to 10.
- Routines for promoting hygiene are not robust. Although the childminder encourages handwashing before meals, she then asks children to pick up toys from the floor. This does not help children to learn positive hygiene practices.
- The childminder does not ensure that fresh drinking water is available and accessible to children, as required.
- The childminder has not maintained an accurate record of all children's attendance.
- Children, including those in receipt of additional funding, demonstrate their developing creativity and imaginative skills. For example, they dress in costumes such as a doctor's jacket and participate in animated role play, led by the childminder. The childminder teaches children to care for others. They consider whether to call an ambulance for the doll who is feeling 'cold'.
- The childminder provides a welcoming environment. She interacts with children with positivity. Children appear confident and happy. However, the childminder is not always consistent in how she manages children's behaviour. She does not always ensure that they understand and comply with age-appropriate behavioural expectations. For example, when the childminder asks children not to do something, they do not always listen and respond positively.
- The childminder plans some activities that enthuse children and give them new experiences. For example, she takes children on outings to places of interest in the local community. This helps children to benefit from experiences outside of their home environment, in the wider world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the possible signs that may indicate a child is at risk of harm. She understands how to identify and report concerns about a child to the appropriate agencies. This includes some of the wider aspects of safeguarding. For example, how to identify children who may be at risk of radicalisation or female genital mutilation. The childminder is aware of the appropriate steps to take to keep children safe. She has attended child protection training. This helps to keep her knowledge up to date.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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improve assessments so that curriculum planning is based on individual children's prior knowledge and skills, and focuses on what they need to learn next	25/10/2019
promote positive hygiene routines consistently to support children's understanding of healthy lifestyles	25/10/2019
improve risk assessments and identify and minimise potential hazards associated with the mop bucket and nappy waste bin	25/10/2019
ensure fresh drinking water is always accessible and available	25/10/2019
maintain an accurate record of children's hours of attendance, as required.	25/10/2019

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

- strengthen teaching to challenge and interest all children and help them to make the very best progress possible
- use consistent explanations and have high expectations for behaviour so children learn to regulate their own behaviour and understand the behavioural expectations.

Setting details

Unique reference number	EY488863
Local authority	Manchester
Inspection number	10112581
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	22 May 2019

Information about this early years setting

The childminder registered in 2015 and lives in Manchester. She operates all year round, from 6am until 9pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Layla Davies

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- A tour of the premises was carried out.
- The childminder and the inspector evaluated an activity together.
- The inspector looked at relevant documentation, such as policies and procedures, reviewed the childminder's self-evaluation and checked evidence of her suitability and the suitability of all adults who live on the premises.
- Parents' views were obtained and children were spoken to during the inspection.
- The inspector and the childminder engaged in regular discussions throughout the inspection.

We carried out this inspection 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.

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