

Childminder report

Inspection date:

6 December 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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

The childminder is caring towards children and, in general, they are content. She offers a family home where children are cared for on the ground floor of the property. Children access resources in the lounge, hallway and kitchen areas and are interested in the environment. They show an attitude to explore resources and initiate play. Teaching is variable. The childminder does not initially gather enough information from parents about what skills children already have, which impacts on the quality of assessment. Although she observes children as they play, she does not carefully focus on their next steps in learning. As a result, planned activities do not always meet children's learning and development needs.

In general, children are happy and show secure emotional well-being. They have formed attachments with the childminder and she is vigilant in caring for their needs. For example, she ensures that children's noses are wiped and their nappies are changed as required. The childminder has some strategies to support positive behaviour. However, these are not always age-appropriate. This means that expectations are unclear and children are not consistently supported to understand rules and boundaries.

The childminder attends some training opportunities. For example, she has recently updated her paediatric first-aid certificate. However, she does not attend training which is sharply focused on her developing her knowledge in order to support children's learning. This is with particular reference to supporting children's developing communication skills.

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

- The childminder has addressed some aspects of weakness from her last inspection. For example, she gathers the views of parents in her processes of self-evaluation. However, there are still areas which need addressing and which are a breach in requirements.
- The childminder does not gather enough information about what children can already do as they start in her care. This means that processes of assessment are not robust as initial starting points are not successfully identified and understood. For example, the childminder gathers information on children's language skills but not in any other area of learning.
- The childminder has a range of resources which children access happily. However, at times, children's next steps in learning are not successfully identified. This impacts on the quality of planned learning experiences. Although activities encourage children to have fun, these are not always focused on helping them to develop new skills.
- The childminder evaluates her service and attends some training opportunities.

However, training does not support her continued professional development to strengthen her understanding and raise the quality of teaching. For example, at times, the childminder does not model language or encourage children's communication as much as she could.

- The childminder discusses how she promotes positive behaviour and the strategies that she uses. However, these are not always age-appropriate for younger children. For example, she talks with older children to explain rules and boundaries. However, younger children are not old enough to understand the childminder's expectations through discussion.
- The childminder has links with other professionals. For example, she shares information with teachers as children leave for school and receives visits from local authority advisors. In addition, she speaks with staff from the local children's centre when she takes children to access different groups.
- The childminder speaks with parents on a daily basis and welcomes their views as she evaluates her service. Feedback from parents is mixed. In general, parents are happy with how children settle and the care they receive from the childminder. The main area they comment on is the quality of learning experiences for children. For example, they request that the childminder talks more with their child and offers more learning experiences in the outdoors.
- Care practices are effective. For example, the childminder helps children to clean paint from their face as they take part in a painting activity. She sits with children as they lie down on mattresses to go to sleep and encourages them to try different fruit at snack time. Children are generally happy and demonstrate that they are settled.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of effective safeguarding practice and child protection issues. She is aware of the professionals she would contact should she have concerns about a child's welfare. She knows how to identify if a child may be at risk of harm, including from extremist views. The childminder takes children's safety seriously. For example, she completes safety checks before children arrive each day and risk assesses larger pieces of equipment, such as an outdoor slide. In addition, she considers her individual environment. For example, children are not allowed to use the downstairs bathroom without her as access is through a utility room.

What does the setting need to do to improve?

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

	Due date
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strengthen processes of assessment, particularly when children start at the setting, in order to fully understand their individual needs across all areas of learning	27/12/2019
enhance planned activities to provide children with a wider range of learning opportunities, that take account of their age, stage and learning needs, in order to help children make the best possible progress	27/12/2019
extend professional development and focus sharply on gaining a strong knowledge of how children learn, particularly in communication and language, so that the level of teaching is increased to a consistently good standard	31/01/2020
implement behaviour strategies that are age-appropriate and help children to understand rules and boundaries.	27/12/2019

Setting details

Unique reference number	EY464442
Local authority	Manchester
Inspection number	10109574
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	5
Number of children on roll	2
Date of previous inspection	19 February 2014

Information about this early years setting

The childminder registered in 2013 and lives in the Beswick area of Manchester. She operates Monday to Friday from 8am till 6pm, all year round, with the exception of personal and public holidays.

Information about this inspection

Inspector

Elisia Lee

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with children and the childminder at appropriate times during the inspection.
- A joint evaluation of an activity was completed by the inspector and the childminder. The quality of teaching was observed and learning intentions were discussed.
- The inspector scrutinised a sample of documentation, including policies and procedures, training records and processes of assessment.
- Parents' views were taken into account through written feedback and comments.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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