

Childminder report

Inspection date	11 July 2019
Previous inspection date	10 September 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The childminder has failed to notify Ofsted of a significant event, as legally required. There have been changes to her health that may affect her ongoing suitability.
- The childminder and her assistant demonstrate good teaching skills overall, and this contributes to children's good progress. However, occasionally, some aspects of their teaching is slightly too challenging for children.
- The childminder successfully involves parents when completing children's initial assessments. However, systems to gather ongoing information from parents about children's learning at home are less effective.

It has the following strengths

- The childminder helps children to develop good communication and language skills in a range of effective ways. For example, she models new words as children play and repeats words that children occasionally mispronounce. Additionally, children visit the local library each week and enjoy choosing books to take home.
- The childminder provides a welcoming, interesting and well-resourced environment. The dedicated play area has an abundance of different areas that capture children's interests and curiosity.
- Children are happy and confident individuals and they form positive relationships with the childminder and her assistant. They display high levels of self-esteem and are eager to share their achievements. For instance, one-year-old children persevere when peeling a tangerine and gleam with pride when they succeed, saying 'I did it'.
- The childminder treats children with respect. She places a strong emphasis on involving children when making decisions. For instance, at snack time, children choose from a range of fruits using a picture card.

What the setting needs to do to improve further

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

- provide consistent levels of challenge, appropriate to children's age and stage of development and help to build on their already good motivation to learn
- adapt current systems to gather ongoing information from parents about children's development and enable parents to become even more involved in children's ongoing assessments.

Inspection activities

- The inspector observed the childminder's and her assistant's interactions with children during activities and free play. She assessed the impact this has on children's learning.
- The inspector observed a planned activity and jointly evaluated the teaching with the childminder.
- The inspector held a number of discussions with the childminder and her assistant at appropriate times during the inspection.
- The inspector viewed a range of documents and checked evidence of the suitability of adults living and working on the premises.
- The inspector viewed written feedback provided by parents prior to the inspection and took account of their views.

Inspector
Savine Holgate

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The childminder has failed to notify Ofsted about a significant change to her health and medication. This means that Ofsted has not had the opportunity to assess the potential impact on children's safety. Self-evaluation is not effective in ensuring that all legal requirements are consistently met. Despite this, the childminder ensures that her knowledge of child protection is secure. This enables her to identify and respond to concerns about a child's welfare, if required. The childminder is committed to enhancing her skills and knowledge further. Since her previous inspection, she has completed a Master's degree in childhood studies. The childminder uses her knowledge to guide and support her assistants well. For example, she provides them with regular feedback on their practice and she offers them advice and literature to read. This helps to enhance their understanding of their roles and responsibilities.

Quality of teaching, learning and assessment is good

The childminder regularly observes children and overall she has a good understanding of what they need to learn next. She supports parents to help them to prepare children for their next stage in learning. For instance, in preparation for toilet training, she suggests that they both provide children with a doll and a toy potty. Children thoroughly enjoy exploring a range of sensory experiences, such as sand and water. They become engrossed as they fill and empty buckets. The childminder plays alongside children and helps to extend their mathematical understanding further. For example, she counts and uses language such as 'full', 'empty', 'heavy' and 'light', at appropriate times. Children become mesmerised as they feel and compare the weight of two buckets. Children enjoy listening to stories and become actively involved throughout. For instance, as the childminder reads a story about a trip to the seaside, children explore and talk about a range of items such as hats, cream and glasses. This helps to build on children's vocabulary and helps to extend their good imaginations further.

Personal development, behaviour and welfare are inadequate

The weakness in leadership and management means that children's safety and welfare are not fully assured. However, children develop good independence skills in relation to their age. For example, they pour drinking water and help to serve healthy meals and snacks. The childminder has high expectations for children's behaviour. She provides consistent and age-appropriate support for children to help them to understand their feelings and the feelings of others. For instance, she uses phrases such as 'gentle and kind hands' as young children interact closely together. Children follow positive hygiene routines daily, such as brushing their teeth after lunch. This helps to promote their good health.

Outcomes for children are good

Children make very good progress and are well prepared for their future learning. They already demonstrate some of the skills required for early reading. For example, one- and two-year-old children enjoy finding their name card as they arrive at the setting. Additionally, children that have just turned two, already recognise and say the initial letter in their name.

Setting details

Unique reference number	EY372584
Local authority	Manchester
Inspection number	10064772
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	18
Number of children on roll	10
Date of previous inspection	10 September 2015

The childminder registered in 2008 and lives in Manchester. She operates all year round from 6am to 7.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 7. The childminder works with two assistants.

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