

Childminder report

Inspection date	7 February 2019
Previous inspection date	6 November 2015

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		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 consistently encourage children's interests or provide well-planned activities that keep them motivated and engaged. As a result, children lose interest and are reluctant to participate in activities.
- Although the childminder completes observations, she does not make effective use of the information gained to plan for children's next steps in learning.
- The childminder does not use self-evaluation effectively to identify and target areas for development. She has not addressed the recommendation from the last inspection to improve outcomes for children.
- The childminder shares details with parents about their child's day through discussions and a daily diary, however, she does not share details of learning targets or provide ideas on how to support learning at home.

It has the following strengths

- Children feel safe and secure with the childminder. They form a close bond with her and look to her for reassurance and comfort.
- The childminder is gentle and kind to the children. She recognises their needs and follows their daily care routines.

What the setting needs to do to improve further

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

	Due date
improve the planning of activities to ensure that children's interest is taken into account, so that all children are suitably motivated and engaged in their play	07/03/2019
use information from observations of children effectively to plan precisely for children's next steps in learning, to help children make more progress.	07/03/2019

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

- use self-evaluation effectively to identify and address areas of weaknesses in practice to improve outcomes for children
- strengthen opportunities to share details of children's learning targets with parents and provide them with ideas to encourage them to support learning at home.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector viewed a range of documentation, including required assessments of children's learning, training certificates and children's records.
- The inspector took account of the views of parents through written feedback provided.
- The inspector spoke to the childminder and children at appropriate times during the inspection.

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Inspection findings

Effectiveness of leadership and management requires improvement

The childminder has not reflected on her practice effectively to develop and maintain the good quality previously achieved. Nevertheless, parents are satisfied with the service she provides. The childminder ensures she completes mandatory training, such as paediatric first aid and child protection. She attends childminder network meetings to enhance some aspects of her practice. The childminder works well with other settings that children attend. This promotes continuity of care and learning for children. Safeguarding is effective. The childminder has a secure knowledge and understanding of the signs and symptoms of abuse, and knows what to do if she has concerns about children's welfare.

Quality of teaching, learning and assessment requires improvement

The childminder gathers information from parents before children start at her setting. However, she does not take into account children's interests to provide well-planned activities that consistently challenge and engage children. The range of resources and activities on offer does not always target children's individual needs or motivate them. Furthermore, the childminder does not plan precisely for children's next steps in learning, to ensure that every child makes good progress. That said, young children play independently. They use their imagination as they play with small-world toys. The childminder interacts with children, helping them to develop their communication skills. The childminder offers children opportunities to develop their social skills and their understanding of the wider world.

Personal development, behaviour and welfare require improvement

The childminder develops good relationships with parents, however, she does not share detailed information about plans for children's future learning with them. This means that the two-way flow of information with parents to promote children's learning is not fully effective. That said, the childminder is consistent in the way she manages behaviour. She gives clear guidance and explains what is acceptable. She teaches children to be kind to one another and praises their achievements consistently. The childminder provides healthy and nutritious meals for children. They have access to fresh drinking water and regularly benefit from fresh air and exercise. Children take part in regular trips to the park, library and toddler groups; their physical development is supported well, such as participating in daily walks.

Outcomes for children require improvement

Weaknesses in teaching mean that children are not supported enough to make progress at the rate of which they are capable. Nevertheless, children are beginning to develop some skills they need for their next stage of learning and their eventual move on to school. Children gain self-care skills, such as feeding themselves and using the toilet independently. They help with small tasks, for example, older children help younger children with their drink of water at snack time.

Setting details

Unique reference number	EY280216
Local authority	Stockport
Inspection number	10066052
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	6 November 2015

The childminder registered in 2004. She lives in Marple, Stockport. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays. The childminder provides funded early education for four-year-old children.

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