

Childminder Report

Inspection date

18 May 2017

Previous inspection date

16 June 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the 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 provision requires improvement. It is not yet good because:

- The childminder does not ensure that all required records are maintained. She does not keep a daily record of the hours that children attend.
- The childminder has not established a fully focused programme of professional development, in order to help enhance her knowledge and teaching skills further.
- The childminder does not use self-evaluation to identify priorities for improvement and overcome weaknesses in her provision or breaches in requirements.
- Information gathered from parents when children first start, focuses mainly on care routines and does not focus enough on what children already know and can do.

It has the following strengths

- The childminder and her assistant is kind, caring and responsive towards children's individual needs. Children have established very close attachments to them, and this helps to support their confidence and emotional well-being.
- Children are happy and settled in the childminder's home. They confidently make requests, and have opportunities to make choices and direct their own learning.
- The childminder develops positive relationships with parents. She keeps them informed about the care and experiences she provides. This helps them to work together and maintain continuity between home and the provision.

What the setting needs to do to improve further

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

Due Date

- maintain a daily record of children's hours of attendance. 25/05/2017

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

- establish a focused programme of professional development, in order to help develop existing knowledge and enhance teaching skills further
- develop robust self-evaluation procedures that clearly identify strengths and weaknesses, in order to drive improvement forward and ensure compliance with the requirements of the early years foundation stage
- strengthen the information gathered from parents when children first start so that initial assessments of their learning are used to inform planning even further.

Inspection activities

- The inspector viewed the areas used for childminding.
- The inspector sampled documentation, including the childminder's policies and procedures and the children's records.
- The inspector observed the childminder and her assistant playing and interacting with the children.
- The inspector looked at relevant documentation, such as evidence of the suitability of the assistant and other adults living at the premises.
- The inspector held discussions with the childminder and her assistant, and took account of the views of parents from written information.

Inspector

Emma Barrow

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder has not yet engaged in a rigorous self-evaluation process to help identify the strengths and weakness of her provision and any breaches in legal requirements. For example, she does not maintain a daily record of children being cared for and the hours that they attend. She does not access many development opportunities to further enhance her knowledge or skills. The childminder is flexible and offers a service based on the needs of her families. The arrangements for safeguarding are effective. The childminder and her assistant closely supervise children and take positive measures, in order to keep them safe. They have a clear understanding of how to report any concerns they may have regarding children's welfare. The childminder completes regular risk assessments of her home and before going on outings. She has established appropriate links with other early years providers and local schools.

Quality of teaching, learning and assessment requires improvement

Once children have settled, the childminder observes them and assesses their learning. This helps her to plan effectively for their next steps. The childminder plans a variety of experiences based on their needs and interests. Parents are informed about their child's progress and she offers advice on how they can support learning at home. However, she does not gather information from parents about their child's learning and development when they start with her. The childminder and her assistant engage children in rhymes, using props, and children join in with excitement. Children concentrate intently on tasks. They dig in the woodland tray and find insects. They cheer with delight and discuss what they find. This helps to promote children's early language development.

Personal development, behaviour and welfare require improvement

Children are happy and settled. However, the weakness in leadership and management does not fully underpin the safe and effective management of the setting. The childminder maintains a regular flow of information with parents about children's care routines. Settling-in sessions are in place, to support children's emotional well-being and confidence when they first start to attend. These sessions are used to get to know children and their families well. Young children's signs of hunger and tiredness are recognised and supported effectively. Children go on a wide variety of outings to local parks, woodlands and further afield. They have plenty of opportunities to socialise with other children, which helps them to develop good social skills.

Outcomes for children require improvement

Children do not yet make good progress in their learning. Nevertheless, they are eager, self-motivated and enjoy learning. They are gaining some of the basic skills they need for the next stage in their learning and their eventual move on to school.

Setting details

Unique reference number	EY378059
Local authority	Bolton
Inspection number	1093522
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	12
Number of children on roll	10
Name of registered person	
Date of previous inspection	16 June 2015
Telephone number	

The childminder registered in 2008 and lives in Little Lever, Bolton. The childminder works with an assistant. The childminder holds an appropriate childcare qualification at level 3. Her assistant holds an appropriate qualification at level 2. The setting opens all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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.

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