

Childminder Report

Inspection date

30 July 2015

Previous inspection date

22 February 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder does not consistently use the information gained from children's observations and assessment to plan for their individual learning. Resources are not always used effectively to support children's learning.
- The childminder does not always adapt activities to ensure that toddlers can take part.
- Opportunities are missed to support children's communication and language. The childminder and her assistant do not always give children time to respond to questions.
- Partnerships with parents are not maximised. The childminder does not consistently share information with them regarding their child's individual learning.
- Self-evaluation does not have a sharp enough focus on the quality of teaching and learning.

It has the following strengths

- The childminder has a good understanding of the possible indicators of abuse and she knows what to do if she has any concerns regarding the welfare of a child. Furthermore, children are extremely well supervised and they play in a safe and clean environment.
- Children behave extremely well. They share the resources, play cooperatively with each other and help their friends.
- Children are provided with a welcoming and stimulating environment. The childminder and her assistant are warm and nurturing towards children and ensure that their care needs are met.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use the information gained from observations to plan experiences and opportunities which support the children's stage of development and the next steps in their learning
- use the resources effectively and adapt activities so that all children can take part and to help ensure that children are motivated to learn.

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

- improve partnerships with parents by consistently promoting a two-way flow of information regarding children's individual learning
- enhance children's communication and language skills by consistently giving them time to respond to questions
- improve self-evaluation by including a sharper focus on the quality of teaching and learning in order to make sure all children make good progress.

Inspection activities

- The inspector observed activities and the quality of teaching.
- The inspector completed joint observations with the childminder.
- The inspector held a meeting with the childminder and looked at and discussed relevant documentation, such as the childminder's self-evaluation and children's development files.
- The inspector ensured that the views of parents were taken into account by looking at questionnaires and comments.

Inspector

Karen McWilliam

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The childminder and her assistant know the children well. However, although they plan a wide range of activities and experiences for children, these do not always meet their learning needs. Some planned activities are too challenging or mundane. This is because the childminder does not always use the information gained from observations and assessments. In addition, she does not always reshape activities to ensure that all children can take part and make sure they are motivated to learn. The childminder and her assistant constantly interact with children. However, they miss some opportunities to support their communication and language skills. Although they ask children questions, the childminder and her assistant do not always give children enough time to respond. Children make steady progress across all areas of learning and acquire the basic skills for school. The childminder provides information for parents about the activities their children have taken part in, their meals and how they have been. However, she does not consistently provide them with information regarding children's individual learning and how they can support this at home.

The contribution of the early years provision to the well-being of children requires improvement

Children settle in well and confidently explore the childminder's home. She provides children with a vast amount of resources. Although, these are not always used effectively to support children's learning. Children have formed good relationships with their friends. The childminder and her assistant are very good role models. They are polite, courteous and consistently praise children for their kindness and achievements. Children are taught healthy habits and they have lots of opportunities to be independent. Furthermore, they engage in a good range of activities that foster their physical well-being.

The effectiveness of the leadership and management of the early years provision requires improvement

The childminder has a good understanding of the safeguarding and welfare requirements and she has implemented them well. However, there are some inconsistencies in the childminder's implementation of the learning and development requirements. The childminder keeps an eye on children's progress and the activities she provides for them. However, although activities cover the seven areas of learning, they do not always support children's progress. She aspires to improve and reflects on the service she provides. However, she does not give the quality of teaching and learning the children receive a sharp enough focus. The views of parents and children are obtained and valued in her self-evaluation processes. Some of the childminders previous recommendations have been addressed. The childminder provides on the spot feedback to provide some support for her assistant in order to improve her performance. The childminder is qualified and attends some training. This has a basic impact on children's learning. The childminder understands the importance of liaising with other settings when children are moving into her setting or on to the next stage in their learning.

Setting details

Unique reference number	EY434394
Local authority	Salford
Inspection number	853526
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	7
Name of provider	
Date of previous inspection	22 February 2012
Telephone number	

The childminder was registered in 2011 and lives in Worsley. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3 and works alongside an assistant.

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