

Inspection date	24 February 2015
Previous inspection date	22 January 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
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 use the information gained from observations to clearly assess children's capabilities, in order to plan precisely for their future learning.
- The childminder does not gather sufficient information from parents about children's starting points in order to plan effectively to meet their learning needs when they start.
- Partnerships with parents and other settings are not strong enough to fully support children's learning at home and with other providers.
- Opportunities for children to learn about similarities and differences between themselves and others in society, in order to respect and tolerate differences, are not fully embedded within the educational programme.
- The childminder does not make the most of learning related to child protection. Consequently, she is unclear about the precise roles of professionals involved in safeguarding children and does not make parents aware of all aspects of her child protection policy.

It has the following strengths

- Children are happy and settled and enjoy loving and affectionate relationships with the childminder which promotes their emotional well-being.
- Children can freely access toys and equipment, which are relevant to their stages of development. This promotes their independent learning and means they are happily engaged, as they make some meaningful choices and lead their own play.
- The childminder models language and supports children as they develop their early communication and language skills.

What the setting needs to do to improve further

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

- increase awareness of how to use observation and assessment to better understand children's level of achievement, interests and learning styles and use the information to support the planning process, in order to shape learning experiences for each child
- encourage parents to contribute to the initial assessment of children's starting points, in order to plan effectively to meet their learning needs and share information in order to support parents in guiding their child's development at home
- increase knowledge and understanding of the precise roles of professionals involved in safeguarding children, in order to ensure the relevant professional within the child protection team is contacted
- inform parents of the policy regarding the use of mobile phones or cameras in the setting.

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

- raise children's awareness of similarities and differences between themselves and others, for example, among families, communities and traditions, so that they learn to value, respect and tolerate people's differences
- improve partnerships with other settings in order to further support and complement children's learning in school.

To meet the requirements of the Childcare Register the provider must:

- increase knowledge and understanding of the precise roles of professionals involved in safeguarding children, in order to liaise with the local Safeguarding Children Board as appropriate (compulsory part of the Childcare Register).

Inspection activities

- The inspector observed activities in the childminder's home and spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed interactions between the childminder and the children present.
- The inspector observed the childminder doing an activity with the children and subsequently asked the childminder to evaluate the activity.
- The inspector looked at children's records, including observations, the available planning documentation, and a range of other documentation, including policies and procedures.
- The inspector checked evidence of suitability of adults living on the premises and the childminder's qualifications.

Inspector

Vickie Halliwell

Inspection findings

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

The childminder provides a varied range of activities to broadly promote children's learning and development across the seven areas of learning. However, she provides fewer opportunities for children to learn about similarities and differences between themselves and others in society. Children generally enjoy the activities provided. They particularly enjoy listening to stories and repeatedly access books independently. Mathematical language and concepts are naturally introduced. Children are encouraged to think about size and shape as they complete jigsaw puzzles with the childminder. Children enjoy sensory play and confidently use a selection of tools to cut shapes and make patterns in dough. Observations of the children's learning are completed. However, the childminder does not use this information to clearly identify the next steps in children's learning and development. As a result, she is not always clear on what she wants the children to learn. This means that children do not make consistently good progress. Too little information is gathered from parents about what their child can do when they start and parents are not given enough information about how they can share their child's learning at home. Partnership with other settings are not fully developed so the childminder is unable to fully complement children's learning in school.

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

Children's general well-being is effectively promoted by the childminder who provides a safe and welcoming child centred environment. Children benefit from secure emotional attachments with the childminder. They are happy and very settled in her care. Children have daily opportunities to engage in active play in the school playground as they wait for older children. Children are learning that good hygiene and the food they eat are important to their health. The childminder routinely praises positive behaviour and children's achievements, which helps boost their self-esteem. Children are emotionally well prepared for their move into nursery or school.

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

Overall, the childminder demonstrates an adequate understanding of her responsibility to promote children's learning and development, and their safety and well-being. Recent training ensures the childminder is alert to possible child protection concerns and is able to implement procedures to safeguard children suitably. However, her knowledge of the specific roles of relevant professionals within the child protection team is not secure. In addition, parents are not informed of the childminder's policy regarding the use of mobile phones or cameras. The childminder is committed to her continued development. Since her last inspection she has attended training to update her knowledge and skills on delivering the Early Years Foundation Stage. This has improved the childminder's ability to monitor and track children's progress over time. However, the system established to assess children's progress, in order to plan for the next steps in children's learning, is not always effective. Self-evaluation is not robust so does not accurately identify weaknesses.

Setting details

Unique reference number	322643
Local authority	Wigan
Inspection number	877097
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	22 January 2010
Telephone number	

The childminder was registered in 1999 and lives in Astley, Manchester. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

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