

Childminder Report

Inspection date

4 June 2015

Previous inspection date

17 December 2010

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 lacks confidence and familiarity with the correct safeguarding procedures for reporting concerns about children's welfare, or dealing with an allegation made against an adult living or working on the premises.
- The childminder does not purposefully provide educational programmes that support children's next steps. As a result, children's progress is not maximised in all areas of learning.
- Children are not always supported to develop their independence and self-care skills during meals and snacks.

It has the following strengths

- The childminder is caring and supportive of children's individual needs. She focuses on developing close attachments. As a result, children feel secure in her care.
- Children's behaviour is good. This is because the childminder has clear and consistent rules and routines in place. Children are confident to share resources with their friends and tidy away their toys once they have finished playing.
- The childminder works well with her co-childminder. They share ideas and collaboratively meet children's individual needs.

What the setting needs to do to improve further

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

- develop a secure understanding of the safeguarding procedures for reporting concerns about children's welfare or dealing with an allegation made against an adult living or working on the premises
- ensure children are provided with appropriate educational programmes that reflect and support their next steps and help them progress towards their next stage of learning.

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

- enhance children's opportunities to develop their independence and self-care skills, for example, by enabling them to prepare their snack and pour their drink during meal and snack times.

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

- implement the written statement of procedures to be followed for the protection of children, intended to safeguard the children from abuse or neglect (compulsory part of the Childcare Register)
- implement the written statement of procedures to be followed for the protection of children, intended to safeguard the children from abuse or neglect (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed interactions between the childminder and children. She observed the activities provided in the playroom and in the garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's assessment records and a range of other documentation, including the safeguarding procedures.
- The inspector viewed the childminder's self-evaluation and improvement plan.
- The inspector spoke with the childminder about her partnership with parents.

Inspector

Amy Willoughby

Inspection findings

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

The childminder does not purposefully provide educational programmes that support children's next steps. For example, children take part in activities; however, these are not challenging enough to support their next stage of learning. As a result, children's progress is not maximised in all areas of learning. Children enjoy reading books with the childminder. They are supported to turn the pages and participate in the story using sounds and actions. The childminder adapts her practice to meet the needs of different aged children in her setting. For example, younger children are supported to carry out craft activities with older children, using appropriate resources for their age and stage of development. Older children play and interact with younger children well. They learn to support their friends and offer different play experiences for them to try. Consequently, children's readiness for school is promoted.

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

Children settle quickly into the childminder's welcoming environment. They are confident to choose what they would like to play with from the wide selection of resources. Younger children express their needs to the childminder. They are offered time out of their play to sleep or rest in a quieter area. Children exert their energy in the large, enclosed garden. They acquire new skills as they throw the ball into the basket. Children learn about healthy lifestyles through the nutritious meals and snacks the childminder provides. They enjoy sitting with their friends at the table; however, opportunities are missed to develop their independence and self-care skills. For example, children who are able to prepare their snack or pour their drink are not always provided the opportunity to do so.

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

The childminder has sufficient knowledge of keeping children safe and the signs and symptoms of child abuse. However, she lacks confidence and familiarity of the correct safeguarding procedures. For example, the childminder is not confident regarding the relevant services to contact should she have concerns regarding a child's welfare or dealing with allegations made against an adult working or living on the premises. Nonetheless, the childminder has a detailed safeguarding policy and keeps up to date with safeguarding training and paediatric first aid. The childminder recognises her strengths through evaluating her practice to drive improvements for children. The childminder regularly shares her observations of children's development with parents to support and continue their learning at home. The childminder has close links with the local school and ensures she keeps in regular contact to support children's move to school. The childminder has achieved a high qualification in childcare. She uses her expertise to implement new ideas into her setting. The childminder shares new ways of working with her co-childminder to improve positive outcomes for all children.

Setting details

Unique reference number	EY411486
Local authority	Wigan
Inspection number	851193
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	3
Number of children on roll	2
Name of provider	
Date of previous inspection	17 December 2010
Telephone number	

The childminder was registered in 2010 and lives in Leigh, Greater Manchester. She operates all year round from 7.45am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder operates with a co-childminder.

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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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