

# Childminder Report

## Inspection date

22 June 2015

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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 <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

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

- The childminder does not always use the information gained from observations to clearly assess children's capabilities, in order to plan precisely for their future learning and support children in making good progress.
- Children take part in some activities that promote their understanding of the world and mathematics but, overall, educational programmes for these areas are not well planned for.
- Weaknesses in record keeping mean it is not always clear when the childminder's assistant is caring for children.
- Systems to evaluate the effectiveness of the provision are not securely embedded and do not focus sufficiently on clearly identifying strengths and weaknesses, particularly with regard to teaching and learning.

### It has the following strengths

- Children are happy and settled. They enjoy loving and affectionate relationships with the childminder, which promotes their emotional well-being.
- Children can freely access some 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 has a secure understanding of safeguarding and is able to implement effective procedures to protect children from possible harm.
- The childminder has effective partnerships with parents and other settings that children also attend. This supports children's learning at home and ensures continuity of care and learning as they move between settings.

## **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 to help each child make at least good or better progress in all areas of learning
- ensure that records of children's hours of attendance include the names of all adults caring for children, in order to demonstrate how required ratios are consistently maintained.

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

- extend the educational programme for mathematics by providing ongoing opportunities for children to develop and improve their skills in counting and raise their awareness of mathematical concepts, for example, by encouraging children to use everyday language to talk about shape, size and weight, in order to compare quantities and objects
- enhance children's understanding of the world by strengthening the positive impressions children have of their own cultures and faiths, and further raise their awareness of similarities and differences between themselves and others, for example, among families, communities and traditions, so that children learn to value, respect and tolerate differences
- improve the process for self-evaluation, so that it effectively identifies priorities for development and enables challenging targets to be set with realistic timescales, in order to improve the quality of the provision and raise children's achievements over time.

## 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 her assistant and the children present, and subsequently asked the childminder to evaluate the quality of teaching and learning.
- 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.
- The inspector took account of the views of parents spoken to during the course of the inspection and written comments provided.

### 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 development across the seven areas of learning. Children's communication and language development is given a high priority. The childminder effectively models new words and develops children's listening skills as they play. Children are given time to think and respond enthusiastically to open questions. However, the childminder is less effective at weaving mathematical language and concepts into play, in order to extend and reinforce children's learning of number, space and quantity. In addition, opportunities for children to learn about similarities and differences between themselves and others in society are limited. The childminder has a sound knowledge and understanding of child development. She uses some good teaching techniques to develop children's thinking and extend child-initiated play. For example, children who choose to dress up as pirates are encouraged to make maps to help them find hidden treasure. Observations of the children's learning are completed and their next steps are identified. However, the childminder does not consistently use this information to support the planning process and does not routinely monitor the quality of the educational programme. As a result, the quality of teaching and learning is variable. This means that children do not make consistently good progress in all areas of learning.

### **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, welcoming and child-centred environment. Individual care needs are routinely met and children learn appropriate hygiene practices through daily routines. Children engage in outdoor play, which provides valuable opportunities for them to move freely in open spaces. The childminder has an appropriate understanding of behaviour management. She talks to children about right and wrong and they learn the importance of socially acceptable behaviour. She routinely praises positive behaviour and children's achievements, which helps boost their self-esteem. Children develop positive attitudes to others and to learning that help them to get ready for the move on to nursery or school.

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

The childminder demonstrates an adequate understanding of her responsibility to promote children's learning and development, and their safety and well-being. However, gaps in written records mean it is not always clear who has been caring for the children, or that required adult-to-child ratios are always maintained. The childminder observes the practice of her assistant to ensure consistency. She holds an early years qualification and is committed to her continued professional development. Since registration she has attended training to update her knowledge and skills on delivering the Early Years Foundation Stage. This has improved children's communication, language and literacy skills. However, self-evaluation is not robust so does not accurately identify weaknesses, particularly in relation to the educational programme, observation, assessment and planning.

## Setting details

<b>Unique reference number</b>	EY474701
<b>Local authority</b>	Wigan
<b>Inspection number</b>	1017172
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder was registered in 2014 and lives in the Springfield area of Wigan. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works some bank holidays and evenings by arrangement. She holds a level 3 qualification and employs an assistant.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

