

# Childminder Report

## Inspection date

26 August 2015

Previous inspection date

4 May 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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 <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:

- Children are not always engaged in their play. The childminder does not consistently provide experiences that interest and motivate them.
- The childminder sometimes limits the children's curiosity when they want to follow their own ideas in play.
- The quality of teaching is variable. This childminder's knowledge of extending children's learning through self-directed play is not yet robust.
- Self-evaluation lacks rigour and does not strengthen the links between identified priorities and plans for improvement.

### It has the following strengths

- Children regularly use mathematics in their play. The childminder brings number and shape into everyday experiences. This helps children to learn to develop their mathematical skills for a purpose.
- Children are confident and independent in care routines and practical tasks. The childminder has high expectations and she encourages children to persevere. This helps them to develop positive attitudes towards helping themselves.
- The childminder shows high regard for children's physical safety. She undertakes risk assessments and she has effective safety practices in place.
- Children make good progress in their speech development. The childminder is a good role model and she knows what to do to help children to develop their skills.

## What the setting needs to do to improve further

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

- provide a broad range of stimulating and challenging activities that meet the needs and interests of all children
- ensure that children have regular opportunities to explore their own ideas and develop their natural curiosity
- improve the quality of teaching during child-led activities, recognising and valuing learning potential in children's self-directed play and activity.

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

- devise and implement thorough self-evaluation which strengthens the links between identified priorities and plans for improvement.

### Inspection activities

- The inspector checked evidence of the suitability and qualifications of the childminder.
- The inspector observed the childminder engage in a range of activities and care routines with children.
- The inspector held discussions with the childminder.
- The inspector looked at a selection of policies and procedures.
- The inspector spoke with parents to gain their views.
- The inspector discussed self-evaluation with the childminder.
- The inspector observed a planned activity and jointly evaluated it with the childminder.

### Inspector

Lisa Bolton

## Inspection findings

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

The childminder has good questioning skills, which she uses effectively during activities that she has planned to lead. These experiences contribute well to supporting children's next steps in development, including preparing them for school. Children enjoy the planned activities that she leads and they are interested and engaged. However, children are not always highly engaged during their own play. The experiences available to them do not consistently motivate and interest them. The childminder observes children, tracks their progress and shares summaries of their learning with parents. She understands how to identify any gaps in learning and she knows how to engage with parents and external agencies for support. The childminder values clear communication to support the continuation of children's learning. She shares information with other settings that children attend and she provides detailed information when children move on to other settings.

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

The childminder builds sound relationships with children so that they feel emotionally secure. Children are very well behaved and they have superb manners which the childminder consistently encourages. The childminder is very clear about rules and boundaries and children learn to keep themselves safe. She gives them clear instructions which they respond to quickly. However, children are not always able to play with toys in different areas of the room or play with them in imaginative ways. This unnecessarily restricts them from exploring their own curiosity and testing out their own ideas. The childminder helps children to learn about healthy lifestyles through hands-on experiences. She cooks balanced nutritional meals and children enjoy healthy snacks. The childminder knows how to develop children's love of fresh air and exercise. This effectively supports their physical well-being.

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

The childminder has an adequate understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has attended safeguarding training and understands her role in protecting children from harm. However, her understanding of the learning and development requirements is not yet good. Despite this, the childminder's childcare qualifications and training help children to make expected progress in their learning. The overall quality of teaching is variable, during adult-directed activities, the quality of teaching is good. The childminder attends regular training in order to continually improve. She has successfully addressed the recommendations raised at her last inspection. However, the childminder has not implemented a robust self-evaluation procedure to help her make the link between identified priorities and plans for improvement.

## Setting details

<b>Unique reference number</b>	322680
<b>Local authority</b>	Wigan
<b>Inspection number</b>	855358
<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>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	4 May 2011
<b>Telephone number</b>	

The childminder was registered in 2000. She lives in Atherton. The childminder holds a childcare qualification at level 3. The provision operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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