

Childminder Report

Inspection date

22 February 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The childminder has failed to notify Ofsted of changes to those working on her premises.
- The childminder has not completed progress checks for children between the ages of two and three years. She has not provided parents with a written summary of their children's progress during this time.
- The childminder's self-evaluation is not thorough enough to identify and address all weaknesses effectively.
- On occasions, the childminder misses opportunities for children to follow their own interests during activities.
- The childminder does not always consider the individual needs of all children during planned activities. Occasionally, younger children are not fully engaged in their learning.

It has the following strengths

- The childminder's home is warm and welcoming. Children make independent choices from the toys and resources available to them.
- The childminder develops positive partnerships with parents. Information is shared about each child's day and ideas are provided to help support their ongoing learning at home.
- Children form strong attachments with the childminder, who gives constant praise and encouragement to them for their efforts and achievements.

What the setting needs to do to improve further

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

	Due Date
■ notify Ofsted of any changes to the persons working on the premises	22/02/2016
■ complete the required progress check for children between the ages of two and three years and provide parents with a short written summary of their children's development.	22/02/2016

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

- develop a robust process of self-evaluation to help identify strengths and weaknesses in practice, including breaches in legal requirements, to improve the quality of future practice
- enhance opportunities for children to follow their own interests and for them to be able to make choices and decisions about their own learning
- ensure that learning opportunities consistently provide highly challenging and stimulating experiences that keep all children motivated and engaged.

Inspection activities

- The inspector observed a planned activity and jointly evaluated this with the childminder.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and evidence of the suitability of household members.
- The inspector held conversations with the childminder and children throughout the inspection.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Daphne Carr

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder does not efficiently reflect on her practice to identify and address breaches to the statutory requirements. She has not informed Ofsted that she now works with an assistant. However, she has ensured that suitability checks are in place and that the assistant has attended training, such as first aid and safeguarding. Children are always under the direct supervision of the childminder, so there is no significant impact on their welfare. The arrangements for safeguarding are effective. The childminder is fully aware of her responsibilities for protecting the welfare of children and the procedures to follow should she have concerns about a child in her care. The childminder and assistant have accessed various training opportunities. The childminder ensures that information gained is used to help support children's learning, particularly their communication and language development. Additionally, the childminder uses extra funding for disadvantaged children to provide new resources, such as books, for her setting. This helps her to improve the outcomes for children in her care.

Quality of teaching, learning and assessment requires improvement

The childminder's understanding of the written progress check for children between the ages of two and three years is weak. However, the childminder has used her good observations of children's learning to check the progress they make from their individual starting points. This has helped her to identify early gaps in some children's development. She has worked closely with parents to put effective strategies in place and gaps are narrowing quickly. Children enjoy finding props to use during story time. They eagerly search for items and place those they find into a box. The childminder encourages children to recall what happens in the story, in order to help support their speech and language development. However, opportunities for younger children to use their props during the story are missed, resulting in their lack of engagement in the activity. Furthermore, the childminder does not always follow older children's individual interests. For example, children's requests were not acted on when they asked to paint characters from the story.

Personal development, behaviour and welfare require improvement

The weakness in leadership and management has a minimal impact on children's welfare. Children are well behaved and listen and respond to rules and boundaries. They share their toys, take turns and are well mannered. The childminder promotes a healthy lifestyle. She provides healthy snacks and children are encouraged to be independent in their personal care as they learn to wash their hands before they eat. Children play in the garden, visit local parks and attend toddler groups. This helps to foster their physical well-being effectively and to gain knowledge of their wider community.

Outcomes for children require improvement

Despite the weaknesses in assessment, children, including those who receive funded early education, are working within the range of development typical for their age. They are confident and capable learners, who engage well with their peers. Overall, they are developing the basic skills needed for their eventual move on to school.

Setting details

Unique reference number	EY476434
Local authority	Wigan
Inspection number	980571
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	12
Number of children on roll	8
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2014 and lives in Wigan. She operates all year round, from 8.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children and works with an assistant.

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