

Childminder Report

Inspection date

14 September 2016

Previous inspection date

24 February 2015

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| | Previous inspection: | Requires Improvement | 3 |
| 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:

- Since the last inspection, the childminder has taken some appropriate steps to improve. However, these have not been either swift or consistent enough to secure the quality of teaching at a good level.
- Rigorous monitoring and improvement planning are hindered because the childminder has not kept up to date with some changes and ways to deliver good quality provision. She has overlooked identifying that medication recording systems do not contain all legally required information. The breach of requirement has not, however, had any negative impact on any child.
- The childminder understands children's stages of development and assesses their levels of development precisely. However, when she identifies areas where children need support, she lacks confidence in planning specific ways to support them to progress at a pace that gives them the potential to catch up.
- The childminder does not consistently use effective methods to help young children learn about and adopt positive behaviours.

It has the following strengths

- Children are loved and valued. They develop close, affectionate relationships with the childminder and develop confidence in her care.
- The childminder communicates effectively with parents and other professionals. She ensures they share information which helps her be well informed about children's care and learning needs.
- The childminder provides children with free access to a suitable range of interesting toys and equipment that supports learning through their play.

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

- implement a rigorous procedure for administering medicines which includes obtaining written permission from parents for each particular medicine required. 12/10/2016

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

- develop a targeted improvement plan, identifying and implementing ways that will help to embed a secure understanding of current good quality teaching practices
- plan focused, challenging experiences that help all children make good progress in all aspects of their learning and development
- develop understanding of broader ways to respond to challenging behaviours and to help children learn about and adopt wanted behaviours in positive ways.

Inspection activities

- The inspector observed the quality of teaching during children's play and assessed the impact this has on their learning.
- The inspector observed some planned teaching. She discussed the planning and evaluation of this with the childminder.
- The inspector observed interactions between the childminder and children present. She spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at children's records, including progress checks 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 training records.
- The views of parents were gathered from the childminder's own records.

Inspector

Angela Rowley

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The childminder has secured her understanding of local safeguarding arrangements, including for different aspects of child protection. She has undertaken some associated training sessions and confidently demonstrates a broad understanding of ways to keep children safe. This includes the handling of personal information. Following the last inspection, the childminder linked with local advisers and this helped her begin to make some improvements to teaching. However, some of the plans to support improvement were not consistently implemented and her understanding of how to plan specific strategies to help children make progress remains insecure. The childminder has a wealth of experience of working with young children. However, she has not kept up to date with good practice. This hinders her ability to identify areas that would benefit from improvement.

Quality of teaching, learning and assessment requires improvement

The childminder is an experienced practitioner. She teaches the basics and promotes the development of key skills children need in readiness for school. She uses her experience to provide interesting play opportunities that children enjoy. She instinctively interacts with children to promote their communication and language. During the inspection, she introduced simple songs in response to a young child's interest in a music toy. The childminder models effectively to help children learn how to use toys, such as building a tower with blocks. She effectively uses what she knows about child development to identify when children need additional support. She works closely with parents and uses the expertise of professionals to support children. However, she does not consistently use effective teaching methods to plan and support other aspects of development, in order to help children catch up or progress at a quicker rate.

Personal development, behaviour and welfare require improvement

Relationships are strong and children enjoy the childminder's attention and affection. She knows them well and responds to their care needs swiftly when she identifies their non-verbal cues for tiredness or need for a change of activity. The good use of routines helps children anticipate what comes next. However, positive behaviour is not promoted consistently. Too often, the childminder draws attention to behaviour she does not want. She does not successfully use de-escalation techniques or alternative strategies that help children learn alternative ways to behave. The childminder is vigilant and, in practice, she is careful when giving medicines and dealing with minor injuries. However, her recording procedures for medication are vague. Although parents have given written permission, the record does not contain the precise details of the medication they are giving permission for the childminder to administer to their child.

Outcomes for children require improvement

Children become confident explorers, able to access toys and equipment of their choice. They enjoy looking at books and listening to stories, ready for later reading. As yet, however, the quality of teaching is not consistently effective in helping every child make good progress overall.

Setting details

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|------------------------------------|---|
| Unique reference number | 322643 |
| Local authority | Wigan |
| Inspection number | 1050653 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 1 |
| Total number of places | 6 |
| Number of children on roll | 1 |
| Name of registered person | |
| Date of previous inspection | 24 February 2015 |
| Telephone number | |

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

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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