

Childminder Report

Inspection date

13 December 2016

Previous inspection date

22 February 2016

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		Good	2
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 welcomed support from her local authority and has taken some steps to address the issues raised. However, her checks on the quality of her provision are still not robust enough to secure good quality.
- The childminder does not consistently use the information gained from her observations of children to specifically assess their levels of development. She does not plan precise enough ways to help them make good progress.
- The childminder does not record information about each child's key person on a daily basis. This means it is not clear who is caring for the children present. In addition, the childminder occasionally cares for an extra child in the early years age range. This places a strain on the childminder's ability to fully meet children's learning needs.
- The childminder has not obtained an enhanced Disclosure and Barring Services check for people who live on the premises and have turned 16 years of age.

It has the following strengths

- Children settle quickly and are happy in the childminder's care.
- The childminder is committed to ensuring children are ready for school. Overall, she supports children's early communication, independence and confidence.
- Children freely access play materials which are relevant to their stages of development. This promotes their independent learning and means they are happily engaged. They make some meaningful choices and lead their own 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
■ ensure that observation and assessment are effectively used to identify the next steps in children's learning	06/01/2017
■ ensure the names of each child's key person are recorded and ratios are maintained that ensure children's learning needs are met	06/01/2017
■ obtain a Disclosure and Barring Services check for all persons aged 16 and over who live on the premises.	06/01/2017

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

- improve the process for self-evaluation that effectively identifies priorities for development and enables challenging targets to be set.

Inspection activities

- The inspector observed activities in the childminder's home and spoke to the childminder, her assistant and children at appropriate times during the inspection.
- The inspector observed interactions between the childminder, her assistant and the children present.
- The inspector observed the childminder and her assistant doing an activity with the children and, subsequently, asked the childminder to evaluate the activity.
- 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 and working on the premises and the childminder's qualifications.

Inspector

Vickie Halliwell

Inspection findings

Effectiveness of the leadership and management requires improvement

Systems to evaluate the effectiveness of the provision have been introduced but these lack rigour and do not always identify weaknesses. While there are no concerns about a child living on the premises who is now 16 years of age, there have been delays in obtaining a Disclosure and Barring Services check. Most records are satisfactorily maintained. However, records of attendance do not include details of each child's key person. This means it is not clear if the childminder or her assistant are caring for the children. The childminder has a good knowledge of child protection and the procedure to follow if she is concerned about a child's welfare. The arrangements for safeguarding are effective. The childminder and her assistant work effectively as a team. Weekly meetings are used to review practice, training needs are identified and progress is monitored through regular appraisals. Close partnerships with parents contribute to children's emotional well-being and help the childminder to establish children's starting points at admission. A progress check is now completed and shared with parents for all children aged between two and three years.

Quality of teaching, learning and assessment requires improvement

The childminder has a general awareness of children's capabilities. However, she does not consistently use the information from observations and assessments to clearly identify the next steps in their learning. This means children do not make enough progress. These weaknesses in the provision for children's learning are exacerbated when the childminder cares for four young children. Children enjoy a varied range of activities and experiences. Overall, the childminder and her assistant interact and engage meaningfully, instinctively supporting and extending children's learning as they play. Children enjoy sensory play as they explore the texture of porridge oats. They use a selection of tools with increasing confidence as they scoop and mix the oats. Opportunities for number recognition are well supported and older children find and correctly identify numerals.

Personal development, behaviour and welfare are good

Children quickly develop secure emotional attachments. They show how safe they feel as they move confidently and enthusiastically to investigate the well-presented play materials and activities. Children's physical development is very well promoted. They have many varied opportunities to be active and to practise their balancing and climbing skills at soft-play centres. Regular trips to toddler groups help to develop their social skills and confidence. Children are learning right from wrong and the importance of socially acceptable behaviour.

Outcomes for children require improvement

Weaknesses in assessment and planning mean children do not make enough progress. However, all children are developing the basic skills they need for school and are emotionally well prepared. They are becoming confident and enjoy learning new skills within a supportive environment.

Setting details

Unique reference number	EY476434
Local authority	Wigan
Inspection number	1058580
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	7
Name of registered person	
Date of previous inspection	22 February 2016
Telephone number	

The childminder was registered in 2014 and lives in Wigan. She operates all year round, from 8.30am to 5.30pm on 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.

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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