

# Childminder Report

**Inspection date**

26 April 2017

Previous inspection date

18 March 2015

<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
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 recently returned to childminding after a period of time away. She has not maintained her previously strong programme of professional development to help her to accurately assess her provision and maintain the good quality previously achieved.
- The childminder does not always make good use of the guidance she is given to promote consistently good learning opportunities for children.
- Partnership working is not used to a consistently good effect. The childminder does not always seek precise information from parents and other professionals to help her accurately identify children's care and learning needs, particularly at the start.

### It has the following strengths

- Children form strong attachments with the childminder. They develop close relationships and enjoy time spent playing together. Their behaviour is good.
- The childminder adapts the interesting activities she provides to engage every child in ways that promote their individual learning. She uses what she knows about child development to recognise when children are falling behind and to help them get the support they need.
- The childminder makes good use of her garden and experiences outdoors to extend children's understanding of the world and to help them play and learn in different ways.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ establish an ongoing programme of professional development and make better use of guidance that will help to deliver good quality experiences for children that continually improve</li> </ul>	26/05/2017
<ul style="list-style-type: none"> <li>■ establish effective partnerships with parents and carers to encourage information sharing and use it to support precise assessment and planning for individual children's care and learning needs right from the start of the placement.</li> </ul>	26/05/2017

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

- improve the monitoring processes and the rigour of self-evaluation, in order to draw out gaps in the provision and identify areas of practice to improve further.

### Inspection activities

- The inspector viewed the areas of the premises used for childminding.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector discussed and completed an evaluation of teaching with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection. She took account of the views of parents through written feedback provided.

### Inspector

Angela Rowley

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Although the childminder demonstrates determination to rebuild the quality of her provision, her ability to self-evaluate and identify weaknesses is not secure. Less regard has recently been given to finding out about updates and for professional development. She has not always made good use of previous recommendations to further improve teaching, for example, the impact of background music on children's listening skills. The arrangements for safeguarding are effective. The childminder understands the local procedures to report concerns about a child's welfare. She assesses risk adequately and takes appropriate action to make her home a safe place to play. She seeks the views of parents, who comment how happy children are to attend.

### **Quality of teaching, learning and assessment requires improvement**

Partnerships with parents and other carers are not always focused enough on gathering precise information to help establish an accurate assessment of children's levels of development and plan consistent priorities for their next steps in learning. Nevertheless, the childminder uses her knowledge of child development to notice when children are ready to be challenged further. She instinctively adapts activities so they are matched to individual children's abilities. During the inspection, the childminder encouraged an older child to name and match pictures of fruit and vegetables, supporting their vocabulary and skills in mathematics well. Simultaneously, she supported a baby's understanding and used simple instructions to encourage them to find a picture of a familiar fruit. The childminder is imaginative and makes activities appealing.

### **Personal development, behaviour and welfare require improvement**

Children enjoy the childminder's friendly interaction. They freely offer smiles and respond to her enthusiastically. Children settle well and soon begin to develop confidence to explore and communicate. The most able children demonstrate how safe they feel when they express their wishes and needs. The childminder makes good use of her garden and outings to support children's interest in nature, along with their physical skills. She promotes healthy eating, although a lack of precise information gathering at the start means that the childminder does not always know what foods children like to eat, in order to ensure they are always well nourished.

### **Outcomes for children require improvement**

The quality of teaching is inconsistent. As a result, children do not always make good progress. Nevertheless, children enjoy playing and learning in the setting. Babies are keen to join in and have a go when they observe and learn from the older children present. The interesting learning environment, particularly outside, supports them to develop some of the skills they need in readiness for school.

## Setting details

<b>Unique reference number</b>	EY305426
<b>Local authority</b>	Wigan
<b>Inspection number</b>	1092299
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	7
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	18 March 2015
<b>Telephone number</b>	

The childminder was registered in 2005 and lives in Ince, which is in the borough of Wigan. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3.

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