

Childminder report

Inspection date	8 October 2018
Previous inspection date	16 September 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of 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

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

- The childminder is not consistently rigorous in assessing risks to promote children's safety at all times.
- The childminder does not use the information gained from her observations of children to plan activities or identify the next steps in their learning. This means that some areas of learning are not consistently planned for thoroughly.
- The childminder does not use self-evaluation to identify priorities for improvement accurately, overcome weaknesses in her provision or breaches in requirements.

It has the following strengths

- The childminder's home is warm and welcoming, with a good range of resources for children to select independently.
- The childminder has good relationships with parents and they are complimentary about the service that she provides.
- The childminder has attended safeguarding training. As a result, she is aware of the procedures to follow if she has concerns about children's welfare and this helps to keep children safe.
- Children form strong attachments with the childminder. She is sensitive and responsive to their needs. This promotes children's emotional well-being.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
use the information gained from observations of children's learning to plan activities and identify next steps to support their progress further across all areas of learning	08/11/2018
assess all risks to make sure potential hazards are continually identified and minimised to ensure the health and safety of all children.	15/10/2018

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

- develop robust self-evaluation procedures that clearly identify strengths and weaknesses, in order to drive improvement and ensure compliance with the requirements of the early years foundation stage.

Inspection activities

- The inspector observed the quality of teaching during activities and daily care routines and assessed the impact this has on children's learning and development.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector took account of the written views of parents.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures.
- The inspector checked evidence of the childminder's suitability and qualifications.

Inspector

Emma Barrow

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder does not use a self-evaluation procedure to inform the setting's priorities and set challenging targets to secure continuous improvement. Arrangements for safeguarding are effective. The childminder ensures that she undertakes mandatory training. This contributes to her understanding of the procedures to follow should child protection concerns arise. The childminder understands and completes the progress check for children between the ages of two and three years. She works closely with parents and is confident to seek advice from other professionals, when intervention may be required. She has established appropriate links with other early years providers and local schools.

Quality of teaching, learning and assessment requires improvement

The childminder makes written observations of children playing. However, she does not use the information gained from these observations to plan for children's next steps in learning. As a result, activities are inconsistent and do not have a clear focus to ensure children are consistently making good progress in their all-round learning and development. The childminder listens carefully to children and responds appropriately to support and promote ongoing language development. She responds well to young children's attempts to use language, supporting them effectively to develop their early communication skills. Children are learning to develop their mathematical skills through play. The childminder supports them to recognise numbers and they enjoy counting together. She sensitively joins children in their play and extends their learning through responsive interactions. Young children enjoy playing with resources that stimulate their curiosity and promote their sensory skills.

Personal development, behaviour and welfare require improvement

The childminder sometimes compromises children's health and safety. This is because her risk assessments are not sufficiently robust to ensure that items that may be hazardous, such as children's medication kept in their bags, are stored effectively and out of reach to children. As a result, children are not kept fully safe at all times. The childminder provides a welcoming environment. She is caring towards children. They have a warm bond with her and seek reassurance and support from her when needed. She provides a suitable range of toys and resources for children to explore. The childminder sets clear and consistent boundaries and children respond well. Their behaviour is good. Children enjoy taking trips out to the local parks and playgroups, which help to support their social and physical development. The childminder works in partnership with the parents, following their children's routines and care needs. This helps to promote children's self-esteem and emotional well-being.

Outcomes for children require improvement

Children are making steady progress and are generally working within their age-related expectations. Overall, children are supported to develop the basic skills they will need in preparation for the next stage in their learning and the move to school. However, children do not make maximum progress because their development is not effectively monitored or tracked.

Setting details

Unique reference number	EY298080
Local authority	Wigan
Inspection number	10059784
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	16 September 2014

The childminder registered in 2003. She operates all year round, from 7.30am to 5.30pm from Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

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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