

Childminder report

Inspection date	27 February 2019
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 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 is a provision that requires improvement

- The childminder does not evaluate her provision well enough. This means that plans to improve the provision are not clear enough to drive sustained improvement.
- The childminder does not seek out training and information that helps her to continuously develop her professional skills, knowledge and effectiveness.
- The childminder does not use information from observations effectively enough to precisely identify what children need to learn next. As a result, children's learning is not always securely planned for.
- Although the childminder demonstrates a good understanding of how children learn, there are occasions when she interrupts children's thinking and investigation.

It has the following strengths

- The childminder takes account of children's interests when she plans some activities. For example, children demonstrate their interest in vehicles and so the childminder selects an inset jigsaw puzzle that features different types of vehicles.
- Parents comment that children look forward to attending the childminder's provision. This is exemplified when children enthusiastically ring the doorbell on arrival. Parents praise the childminder's caring manner. They say that they feel well informed about activities, outings and children's daily care routines.
- Children demonstrate that they feel secure in the company of the childminder. They invite and welcome her involvement in their play.

What the setting needs to do to improve further

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

- evaluate the provision more effectively, so that planned actions drive continuous improvement
- make better use of information, support and training, to help to continuously refresh and extend professional skills and knowledge
- make the most of what is known about individual children's achievements, so that teaching focuses even more precisely on what children need to learn next and supports children in making good progress in their learning
- give children more time to explore and investigate the things that interest them.

Inspection activities

- The inspector observed the quality of teaching during daily routines and activities. She discussed a planned activity with the childminder. She assessed the impact that interactions and activities have on children's learning.
- The inspector had a tour of the premises indoors and outdoors. She looked at relevant documentation, including evidence of the childminder's suitability to work with children.
- The inspector took account of the views of parents and carers.

Inspector

Susan King

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder is well qualified. However, she does not seek out information and training that helps her to extend her knowledge and skills. The childminder's self-evaluation does not identify weaknesses in teaching and learning effectively enough. Consequently, plans for improving the provision do not have enough impact. Safeguarding is effective. The childminder knows the action she must take if she is concerned that a child is at risk of abuse or neglect. The childminder makes sure that she keeps her paediatric first-aid training up to date. She follows procedures that help to promote children's welfare. For example, the childminder keeps records of accidents and injuries to children and shares these with parents.

Quality of teaching, learning and assessment requires improvement

Some of the childminder's spontaneous teaching is good. This is demonstrated when children complete inset puzzles. The childminder patiently prompts children to turn the vehicle pieces around to fit them into the correct spaces. This helps to promote children's physical development. She reminds them to look at the vehicles and to 'put the wheels at the bottom'. This helps to promote children's visual discrimination and their understanding of the world. However, the childminder does not take enough account of what children already know and can do when she plans some activities. For example, she plans an activity to help children to learn to match pictures. The activity is too easy and does not challenge them well enough to help them make consistently good progress in their learning and development.

Personal development, behaviour and welfare require improvement

Relationships between the childminder and the children are positive. The childminder establishes consistent routines that help children to develop independence and self-control. For example, children learn that they must stay seated at the snack table until their mouths are empty of food. This lowers the risk of children choking and helps to promote their safety. The childminder provides a variety of well-chosen toys and resources. However, she does not always use them effectively in her teaching. For example, the childminder gets out a new board game which children are very eager to explore. However, she puts the game away when children play inventively with the materials and this curtails children's investigation and thinking.

Outcomes for children require improvement

Weaknesses in teaching mean that children do not make good progress from their starting points. However, most children develop the basic skills and knowledge they need to start school. Children develop physical strength and agility. This is exemplified well when they play energetically with a pop-up tunnel. Children acquire new vocabulary in the context of activities that interest them. They develop independence in matters of hygiene. For instance, children wipe their own hands and faces after meals.

Setting details

Unique reference number	EY535784
Local authority	Wigan
Inspection number	10090404
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 - 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

The childminder registered in 2017 and lives in Tyldesley. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a qualification at level 3.

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