

Childminder report

Inspection date	8 July 2019
Previous inspection date	13 July 2016

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

This is a provision that requires improvement

- The childminder does not provide enough targeted support to ensure that identified gaps in some children's learning are addressed and acted on swiftly. Not all children make the progress of which they are capable, particularly with their speaking skills.
- The childminder does not seek advice and guidance from relevant professionals when children require additional support in their learning.
- The childminder and assistant do not consistently respond to children's emerging interests or provide high levels of challenge during activities. At times, they do not encourage all children to take part fully in activities. Some children become disengaged and wander off.
- The childminder and assistant do not place enough focus on their professional development to raise the quality of their teaching and better support outcomes for children.

It has the following strengths

- The childminder forms positive partnerships with parents. She regularly seeks their views and identifies some areas for further improvement. For instance, following feedback from parents, she has reviewed her arrangements for children's outings.
- All children develop strong attachments with the childminder and assistant, including babies who have just started to attend the setting. Children play well together and form firm friendships with their peers. They behave well and use appropriate manners.
- Children enjoy practising their physical skills. For instance, they dance to music and perform star jumps. They giggle and show that they have fun.

What the setting needs to do to improve further

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

	Due date
provide more targeted support for children so that gaps in their speaking skills are acted on swiftly to help them to make the progress of which they are capable	08/08/2019
seek advice and guidance from other professionals and agencies so that children receive all the additional support they need to help to narrow the identified gaps in their learning	08/08/2019
respond to children's emerging interests and provide consistently high levels of challenge to help children to remain fully engaged and motivated to learn.	08/08/2019

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

- focus professional development more sharply and use the knowledge gained to help to raise the quality of teaching and support better outcomes for children.

Inspection activities

- The inspector looked at the areas of the premises that are used for childminding.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector held discussions with children, the childminder and her assistant.
- The inspector discussed self-evaluation, risk assessments and the childminder's policies and procedures. She checked evidence of the childminder's suitability and other persons who live and work on the premises.
- The inspector spoke to parents and carers during the inspection and took account of their views.

Inspector

Daphne Carr

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder does not work well enough in partnership with other professionals working with families, such as health visitors. She does not pursue guidance from outside agencies so that targeted strategies can be implemented swiftly. As a result, some children are not prepared as well as possible for future learning and starting school. Overall, the childminder provides regular supervisory sessions for her assistant and monitors her practice well. However, she does not focus sharply on their professional development opportunities to update their current knowledge and further improve teaching. Safeguarding is effective. The well-qualified childminder and assistant understand their role to protect children. They know the procedures to follow should they have a concern about a child's welfare. This includes how to respond to any wider safeguarding issues related to the 'Prevent' duty guidance for England and Wales 2015.

Quality of teaching, learning and assessment requires improvement

The childminder completes regular observations and assessments of children's learning. However, she does not use this information successfully to ensure that identified gaps in their language development are acted on swiftly. This does not help older children who struggle with their speaking skills to catch up with their peers as quickly as possible. Children follow their individual interests well. For instance, they make models using dough and take pride in their achievements. Older children create cakes and roll out candles, counting each one as they place them on the top. They demonstrate appropriate mathematical skills for their age. Younger children make mobile telephones and talk into them. They are imaginative and creative. Babies enjoy sensory experiences, such as when they explore textures. They are inquisitive learners.

Personal development, behaviour and welfare require improvement

The childminder and her assistant do not provide enough support and encouragement for all children so that they fully take part in activities. For instance, some older children try hard to have their voices heard and share their experiences from home. However, the childminder does not ensure that they have as many opportunities to be listened and responded to as more vocal children. These children become disinterested and wander off. They are not fully engaged or motivated to learn. The childminder provides healthy snacks that children enjoy. Children butter toast and show suitable levels of independence. Older children help to carry water bottles to give to younger children. This helps them to develop a sense of responsibility.

Outcomes for children require improvement

Overall, most children make steady progress. However, weaknesses in the childminder's teaching and support for older children who need additional help with their speaking skills hinders their language development. Children are confident to engage with visitors in new social situations. They demonstrate that they feel safe in the childminder's home. Younger children access resources freely and lead their own learning. Babies settle in quickly and express their pleasure through gurgles and smiles. They enjoy the positive interactions with older children, who know to be gentle and caring.

Setting details

Unique reference number	EY474701
Local authority	Wigan
Inspection number	10066810
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 7
Total number of places	18
Number of children on roll	10
Date of previous inspection	13 July 2016

The childminder registered in 2014 and lives in Abram, Wigan. She operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant and they both hold an appropriate 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

