

Childminder report

Inspection date:

4 February 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children show that they feel happy and safe in the childminder's care. They form strong attachments to the childminder and enjoy her warm interactions. The experienced childminder is a positive role model for children. She has high expectations for their behaviour. Children listen well and follow simple instructions. They show kindness to others and share resources well. Children behave well, use their manners and are polite and helpful.

Children play imaginatively and invite the childminder to join in with their pretend play. For example, they act out being hairdressers, brushing and styling her hair. Children pretend to be in a café and take food orders from the childminder. They show an understanding of how to read menus for a purpose, building on their knowledge of the wider world. Children have a positive attitude to play and learning. However, the childminder does not provide a curriculum that effectively targets all children's individual needs. Not all children make good enough progress in their communication and language skills. The childminder shares information with parents and updates them regularly about their children's learning. However, she does not form partnerships with other settings, professionals and agencies to support children's development further.

What does the early years setting do well and what does it need to do better?

- The childminder observes children as they play and identifies what they need to learn next. She recognises where there are differences in some children's communication and language skills. The childminder uses some strategies to help to support their development in this area, such as repeating words clearly to them. However, she does not make sure that the curriculum fully meets all children's individual needs. The childminder does not form partnerships with other settings, professionals and agencies to act on identified concerns together. This does not help children to make as much progress as possible in their communication and language skills.
- The childminder teaches children how to make home-made play dough. She provides the ingredients and encourages them to mix these together, following a step-by-step process. Children are keen to participate in the activity and show a 'can-do' attitude to learning. They discover unusual names for some of the ingredients, such as 'glycerine' and 'cinnamon'. This helps to extend their vocabulary. The childminder helps children to learn about volumes and measurement. For example, she tells the children that they need one more scoop and the container will be full. However, she misses some opportunities to encourage children to work out simple calculations for themselves. The childminder is not always highly effective in promoting children's thinking and problem-solving skills to even higher levels.

- Children are curious and eager to learn. They enjoy activities that help them to build on their literacy skills. For instance, children roll dough and cut out individual letters. They use labels to identify letters and place them in the correct order to spell out their names. Children have many opportunities to practise their early mark-making skills. For example, they enjoy using colouring pencils to draw pictures and label them afterwards. This helps children to build some of the skills they need in preparation for school.
- The childminder takes children on regular trips in the community. They visit country parks where children can run around in wide-open spaces. Children enjoy being physically active and develop confidence in their own abilities. For example, they climb trees and jump from logs onto the ground. Children learn to manage age-appropriate risks well.
- The childminder finds out about training that she could access to support gaps in children's learning. However, she does not follow up on professional development needs in a timely way to help her to improve the quality of her teaching and children's learning further.
- The childminder does not use self-evaluation well enough to identify her strengths and areas to improve. This does not help her to continually develop and provide a good quality of service. Despite this, the childminder has a positive attitude and shows a commitment to making the required improvements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She has suitable knowledge of the signs and symptoms that may indicate that a child could be at risk of abuse. The childminder knows the procedures to follow if she were to have any concerns about a child's welfare. She checks her premises regularly to identify and remove any hazards so that children can play in safety. Children learn how to keep themselves safe to prevent them from having accidents. For example, they help to tidy away toys and resources so they do not trip or fall over.

What does the setting need to do to improve?

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

	Due date
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develop partnerships with other settings, professionals and agencies so that information about differences in children's learning is shared to support them to develop good communication and language skills.	04/03/2020
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To further improve the quality of the early years provision, the provider should:

- provide children with more opportunities to think more deeply and help to promote their problem-solving skills to even higher levels
- focus professional development more precisely on gaining skills and knowledge that can be used to support gaps in children's learning further
- strengthen the use of self-evaluation to identify and act swiftly on all weaknesses of the setting.

Setting details

Unique reference number	322860
Local authority	Wigan
Inspection number	10066793
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	1 July 2016

Information about this early years setting

The childminder registered in 1987 and lives in Astley, Wigan. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Daphne Carr

Inspection activities

- The childminder explained to the inspector how she promotes children's learning and development.
- The inspector and the childminder completed a joint observation together.
- Children and the childminder spoke to the inspector at appropriate times during the inspection.
- The inspector checked evidence of the childminder's suitability and her qualifications.

We carried out this inspection 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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