

Childminder report

Inspection date: 24 January 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	Met

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and safe in the homely environment. The childminder is caring and sensitive. She has high expectations for behaviour. The childminder encourages children to play cooperatively and gently reminds them of the rules and boundaries. For instance, she talks to children about why they should not climb on the toy box, and offers alternative resources to help children exercise their physical skills.

The childminder supports children to build a tower of blocks. She encourages them to explore the blocks further by banging them together and listening to the sound they make. The childminder counts the blocks as they are stacked, which helps to promote children's understanding of mathematical language.

The childminder helps children to develop their early writing skills. She guides them to hold a pen correctly and make some marks on an upright easel. Children are delighted when they correctly replace the pen into its holder. The childminder offers lots of praise and encouragement.

Children are well engaged at the beginning of the day. However, sleeping arrangements are not well established. This means as very young children, and those new to the setting, become more tired, this impacts on children's learning.

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

- The childminder has a good idea of what she intends to teach children and can talk about what children need to learn next. However, the way that activities are implemented does not keep children engaged for long enough to build on what they already know and can do. Additionally, the childminder does not have children's next steps in mind during free play and at mealtimes. For instance, she does not consistently offer children cutlery to promote their independence, despite this being one of their next steps in learning.
- The routines of young children new to the setting are not fully established. As a result, they become overtired and upset quickly. This means the children do not engage in purposeful play and the childminder struggles to teach them new experiences. That said, she knows children well and has a good understanding of their likes and dislikes. Children have formed strong attachments to the childminder and seek her out for reassurance when they are upset.
- The childminder takes children on frequent outings to the local community. They visit a variety of playgroups, parks and play centres. This promotes children's physical skills and develops their understanding of the wider world.
- The childminder helps to promote children's communication and language through songs and rhymes. She sings songs that are familiar to children and

supports them to use the corresponding props. Children giggle as the childminder helps them to take part in some action rhymes.

- Children behave well. The childminder promotes sharing and turn taking in ways that are appropriate to their age and stage of development. Children listen to the childminder and are beginning to develop a sense of right and wrong. For example, the childminder teaches children not to drink from each other's water bottles.
- Parents are happy with the quality of care provided for their children. The childminder uses a range of strategies for sharing information about children's learning, and parents contribute to assessments. However, the childminder does not work closely enough with parents to establish consistent sleep routines for young children new to the setting, to best secure the continuity of their care.
- The childminder completes regular training and works closely with other childminders to share practice. She takes into consideration the views of parents when evaluating her provision. However, she has not yet developed effective strategies to identify what she needs to do to further improve her provision.
- The procedures in place for children transitioning to school and nursery are effective. The childminder has good relationships with local schools and takes children to visit them before they start.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the procedures to follow if she is concerned about the welfare of a child. She can discuss the signs and symptoms of abuse and is aware of wider safeguarding issues. For example, the childminder knows the procedures to follow if she is concerned about children and families being drawn into extreme behaviours. The childminder has completed training to develop her safeguarding knowledge and understanding further.

What does the setting need to do to improve?

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

	Due date
ensure children's individual next steps are incorporated into activities more successfully to fully engage children in their learning	06/03/2020
improve the organisation of the daily routine to increase children's engagement in learning and meet their individual needs effectively	06/03/2020

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

- engage further with parents to obtain more information about children's individual routines
- develop the process of self-evaluation to clearly highlight breaches of legal requirements and strengths and weaknesses of current practice.

Setting details

Unique reference number	EY289513
Local authority	Wigan
Inspection number	10132590
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 11
Total number of places	6
Number of children on roll	17
Date of previous inspection	6 March 2015

Information about this early years setting

The childminder registered in 2004 and lives in Manchester. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Kayte Farrell

Inspection activities

- The childminder discussed with the inspector how she organises and delivers her curriculum.
- Written feedback from parents was provided. Their views and opinions were taken account of.
- The inspector observed the quality of teaching and evaluated the impact it had on children's learning.
- Regular discussions were held with the childminder at appropriate times during the inspection.
- Documentation relating to the suitability of people living and working on the premises was checked. The inspector also looked at paediatric first-aid certificates and qualification certificates.

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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