

Childminder report

Inspection date:

12 March 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

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. They enjoy spending time with the childminder and share a close attachment with her. The childminder is caring and responsive to children's individual needs. She promotes positive behaviour and encourages children to take turns and play cooperatively. The childminder celebrates children's achievements and promotes their self-esteem. For example, she gives them praise as they count numbers of objects and recognise specific numbers. The childminder models the use of good manners and supports children's self-care skills effectively. Children access resources independently and show interest in trying out their own ideas.

However, the quality of teaching is variable. The childminder does not gather enough information from parents about what children can already do when they first start to attend. This means that she does not initially plan activities based on what they need to learn. The childminder makes some assessments about children's stage of development but these are not used to consistently identify next steps in learning. Planned activities are not always carefully matched to children's stage of development in order to help them to make good progress. The childminder liaises with staff at other settings that children also attend to provide some complementary learning opportunities. Outings into the local community contribute to promoting children's learning. For example, they visit local parks and soft-play centres to help to support their physical development.

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

- The childminder provides a broad range of activities that children enjoy. They are interested and keen to take part. However, the childminder does not always use her experience and knowledge to ensure that the quality of teaching matches what children need to learn next. Children are not always sufficiently challenged and therefore do not make the progress of which they are capable.
- The childminder shares information with parents and other professionals about children's learning and their individual care routines. She has attended training to help to enhance her understanding of children's unique health needs. The childminder adapts her menu to cater for individual requirements. This helps to support children's well-being. Parents' comments are positive about the quality of the provision.
- The childminder provides a range of healthy snacks and meals. She encourages children to exercise in the fresh air and to take appropriate risk in their play. For example, children are proud and excited when they climb on equipment in the park and propel themselves higher on the swings. This contributes to promoting their well-being and their coordination skills.
- The childminder reads stories and encourages children to sing familiar rhymes. This helps to promote their literacy skills. The childminder asks questions to

promote children's thinking but sometimes misses opportunities to build and enhance their understanding. For example, she asks older children what noise a fire engine makes but does not question them further or explain why the noise is important. This does not extend their knowledge or encourage their speaking skills.

- Children are encouraged to be kind to each other and play well together. They make up their own story as they play with the toy pirate ship. This helps to support their imagination and their social skills.
- Children enjoy drawing and are beginning to recognise shapes and individual letters. They follow instructions as they bake cakes with the childminder and use a range of equipment to measure out the different ingredients. Children are developing some skills that will help them in their future learning.
- The childminder has attended safeguarding training and holds a current paediatric first-aid qualification. This helps to support children's welfare. She seeks the views of parents and other professionals to help to evaluate the quality of her provision. However, she has not highlighted or actioned any training to enhance her teaching skills to a good level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of signs and symptoms of potential abuse and knows the correct procedures to follow in the event of a concern. This helps to support children's welfare. The childminder uses effective risk assessment to help to maintain a safe environment for children. For example, she is following current guidance regarding COVID-19 (coronavirus) and ensuring that all visitors to her home wash their hands. Children are learning ways to help to keep themselves safe. For example, the childminder is teaching them about road safety as they walk in the local community.

What does the setting need to do to improve?

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

	Due date
improve the use of assessment to inform planning for next steps in children's learning from the start of the placement	30/04/2020
improve the quality of teaching to ensure that there is sufficient challenge and extension to children's learning and that it is consistently matched to their stage of development.	30/04/2020

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

- enhance opportunities to develop and build on children's speaking skills
- explore ways to enhance professional development opportunities to develop knowledge and skills to raise the quality of teaching to a higher level.

Setting details

Unique reference number	315459
Local authority	Bolton
Inspection number	10132570
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	4 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	17 August 2015

Information about this early years setting

The childminder registered in 1995 and lives in Bolton. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Kate Smith

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact that this had on children's learning.
- Discussions were held with the childminder, children and a parent. The inspector accompanied the childminder to collect a child from a local pre-school.
- The inspector looked at a selection of documentation, including training records, the written comments of parents and evidence of suitability checks for all adults living in the home.

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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