

Childminder report

Inspection date:

23 September 2021

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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy in the care of the kind, nurturing childminder. Due to COVID-19 (coronavirus), parents no longer enter the setting. This means that children leave their parents at the front door. However, the home-from-home environment helps children to settle quickly and feel safe. The childminder promotes a lot of free play and encourages children to make independent choices. Children share the resources and play happily together.

Children are excited and eager to take part in adult-led activities. They listen carefully to instructions and learn to follow them. Children learn to copy the names of animals from jigsaw pieces and make the corresponding animal sounds. The childminder has some ideas of what she wants children to learn. However, she does not always consider the seven areas of learning when implementing her curriculum. Additionally, she does not gather a wide enough range of information from parents to support children's learning when they first start.

Overall, parents are happy with the quality of care provided by the childminder. They comment that their children are happy here. Parents feel involved in their child's learning and praise the efforts of the childminder. The childminder works hard to support families according to their individual needs.

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

- The childminder has kept up to date with mandatory training. However, she does not access a robust programme of professional development to enhance her knowledge and skills. The childminder does not consistently plan and implement a broad and varied curriculum, in particular for the specific areas of learning. This means that children do not make the best possible progress in their learning.
- The childminder gets to know children's likes, dislikes and routines when they first start. However, the information gathered from parents does not focus on children's prior knowledge. Therefore, the childminder does not consistently plan activities that build on what children already know and can do. Children do not always remain engaged in adult-led activities long enough to develop their emerging skills.
- Children demonstrate good levels of determination and persistence when building a train track. They carefully negotiate the different shapes and successfully piece them together. Children are patient and happily take turns. The childminder gives children lots of time to have a go before offering help.
- Children spend a lot of time in the outdoor area. They develop their physical skills when they learn to ride bicycles, jump, run, climb and balance. Children work together to 'catch' each other as they take it in turns to go down the slide.

However, the learning opportunities in the outdoor area have been narrowed to focus on physical development. This means that children who prefer to learn outdoors do not always access a balanced curriculum.

- Overall, the childminder supports children's communication and language development well. She provides some opportunities for children to learn new words. For example, children learn the words 'flamingos' and 'crunchy'. The childminder models the correct pronunciation of words and encourages children to copy her.
- Children benefit from regular outings into the community. They learn about history at the museum and practise their physical skills in the local park. Children learn about some festivals that are familiar to them, for example Christmas and Easter. The childminder does not fully promote children's understanding of different festivals, cultures and beliefs beyond their own.
- Children behave very well. They learn about the importance of sharing, turn taking and being kind to each other. When disagreements arise, they are very quickly resolved. The childminder is calm and consistent in her approach to behaviour management. She explains the rules and boundaries clearly.
- Children have good levels of independence. They wash their hands and use the bathroom with little support. The childminder encourages children to drink lots of water and have a rest if they feel tired. She reminds children about the importance of limiting screen time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to keep children safe. She can recognise the signs and symptoms of abuse and has clear procedures in place to refer her concerns. The childminder knows how to manage allegations against herself or a member of her family. She can talk about the signs that may indicate a child or family are at risk of being drawn into extreme behaviours.

What does the setting need to do to improve?

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

- develop knowledge and skills in how to plan and implement a high-quality curriculum that builds on children's prior knowledge
- increase the information gathered when children first start to gain a good understanding of what they already know and can do
- develop the outdoor area to provide more learning opportunities for children who prefer to learn outdoors
- build on the ways that you teach children about different cultures and beliefs and better prepare them for life in modern Britain.

Setting details

Unique reference number	EY416138
Local authority	Wigan
Inspection number	10205891
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	2 to 9
Total number of places	12
Number of children on roll	12
Date of previous inspection	12 March 2019

Information about this early years setting

The childminder registered 2010 and lives in Winstanley, Wigan. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at Level 3. She provides funded education for two-, three - and four-year-old children.

Information about this inspection

Inspector

Kayte Farrell

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder gave the inspector a tour of the setting and discussed how the curriculum is planned and implemented.
- The inspector observed the quality of education indoors and outdoors and evaluated the impact on children's learning.
- Discussions were held with the childminder, parents and children at appropriate times throughout the inspection.
- Documentation relating to the suitability of people living and working on the premises was checked. The inspector 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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