

Childminder report

Inspection date: 3 February 2022

Overall effectiveness	Requires improvement
The quality of education	Good
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

The childminder works closely with his wife, who is also a registered childminder. Together they provide a welcoming play space for the children. However, the childminder's lack of understanding of the safeguarding procedure and of his responsibility to follow the notification process impacts on children's safety. That said, children are happy and settled. They are very sociable and well behaved. Children form lovely friendships with each other and establish a close relationship with the childminder. This is particularly seen with the younger children. For example, toddlers enjoy listening to stories while sat on the childminder's knee. They point to the pictures and repeat some single words as he reads to them. Younger children's confidence is growing. For example, they learn to climb up the steps of the indoor slide and launch themselves down the chute with much delight.

Children have fun and enjoy stimulating activities with the childminder, who engages them well with his animated approach. For example, children love craft activities. They enthusiastically make a hedgehog mask, while learning about National Hedgehog Day. Children develop their small-muscle skills as they competently use scissors to make snips in card. They learn to handle writing tools, such as felt-tip pens to draw on the hedgehog's eyes.

Due to the COVID-19 pandemic, the childminder has restricted access into the family home. He shares information with parents on collection of children at the door and provides a written account of the children's day in a daily diary. The childminder works well to engage and involve parents in their children's learning. This effective communication means parents are well informed about the range of activities he provides and the progress their children make.

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

- The childminder has failed to notify the local authority designated officer and Ofsted of a significant event that may suggest children were at risk of harm. This is a breach in the requirements of the 'Statutory framework for the early years foundation stage'. Although this breach has occurred, it does not have any significant impact on children's safety and well-being, or their learning and development. However, in addition, the childminder has failed to follow his own safeguarding procedures to share information with the local safeguarding partnership about potential child protection concerns following the incident that occurred on the premises.
- Children's communication and language are supported during their play. The childminder reads stories with younger children, and they listen to and watch favourite music programmes playing in the background. The childminder teaches older children to count and to recognise numbers. They do this in activities, for

example while manipulating modelling dough. However, sometimes the childminder does not focus his teaching effectively to embed what children already know and can do, and to provide further challenge to extend children's learning.

- Children learn about healthy eating and how to maintain a healthy lifestyle. The childminder provides children with home-cooked, freshly prepared, nutritious meals. He engages children in cooking activities. For example, children make hedgehog bread and delicious vegetable soup. They thoroughly enjoy their meal and confidently ask the childminder for more soup at lunchtime. Children enjoy exploring their local community. The childminder supports children's understanding of road safety when they go for walks. They enjoy playing ball games in a public play space close by. They take a number of resources with them, including wheeled toys. This helps to support children's physical skills and their understanding of the world around them.
- Children learn appropriate hygiene tasks such as washing and drying their hands. They understand that they must do this after using the bathroom and before eating their meals. Toddlers have their hands wiped and are placed safely in high chairs. All children learn to feed themselves from an early age. Older children help themselves to knives to spread butter onto their roll. Children's drinking containers are accessible throughout the day. At times, children's independence is not further extended. For example, the childminder pours water into the children's cups and his wife slices the banana and peels the oranges ready for children to eat. When dressing up, children seek the childminder's support to dress them. He provides instruction as he puts the costumes on children, but they do not then experience doing this for themselves.
- The childminder has high expectations for children's learning and development. He knows the children well and the next steps in their learning. The childminder and his wife work closely together. They attend training together to constantly improve their practice. Parents speak highly of the childminder. They are confident that their children are safe and well cared for. Although the childminder shares information with parents, he has not established partnerships with other settings that the children attend to ensure greater continuity in children's care and learning.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder demonstrates a lack of understanding of the action to take for contacting the local authority designated officer and Ofsted in relation to child protection concerns. However, he knows the signs and symptoms that may indicate a child is at risk of harm or abuse. The childminder has completed safeguarding training to support his knowledge of child protection. This includes the risks associated with child exploitation, extremist views and the use of online social media platforms. The childminder teaches children how to keep themselves safe, for example by supporting their understanding of road safety when they go out for walks.

What does the setting need to do to improve?

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

	Due date
improve knowledge and understanding of the action to take for contacting the local authority designated officer and Ofsted in the event of a child protection concern.	23/02/2022

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

- strengthen teaching more precisely to help embed what children already know and can do, and provide more challenge to further extend children's learning
- establish partnerships with other settings that children attend to ensure greater continuity in children's care and learning
- increase opportunities for children to practise their independence skills.

Setting details

Unique reference number	EY360936
Local authority	Wigan
Inspection number	10220959
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	0 to 4
Total number of places	12
Number of children on roll	13
Date of previous inspection	5 May 2017

Information about this early years setting

The childminder registered in 2007 and lives in Orrell, Wigan. He operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years childcare qualification at level 3. He works closely with another childminder working at the same premises. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carys Millican

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector discussed the activities and teaching that the childminder provides for children and observed the areas of the home and garden used for childminding.
- The inspector observed the quality of teaching during activities and jointly assessed with the childminder the impact that this has on children's learning and personal development.
- The views of parents were gathered through written feedback and face-to-face discussions.
- The inspector sampled a range of documents, including the paediatric first-aid certificate and public liability insurance.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.

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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