

Inspection date	09/01/2013
Previous inspection date	22/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy and secure in the childminder's care. Their views are highly important to the childminder in order that she can support their emotional and physical well-being and respond to their interests.
- Children are supported in developing their independence and self-care skills and make good progress in their development in relation to their individual needs and starting points.
- The childminder has a thorough knowledge of how to provide activities, outings and an environment that supports children's learning. As a result, children are prepared for attending school and larger settings.
- Good use is made of training by the childminder, in order to enhance her skills and knowledge and provide for children's care and learning.

It is not yet outstanding because

- Self-evaluation lacks precision across all areas of practice, including the monitoring of planning, observations and assessment.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector toured the areas of the premises used for childminding.
- Children were observed while engaged in activities in the sitting room and the inspector asked them for their views about the provision.
- The inspector spoke with the childminder at appropriate times during the inspection and observed her interactions with children.
- Records relating to children's learning were examined, along with policies, records and documents relating to the safety and welfare of children.

Inspector

Jennifer Kennaugh

Full Report

Information about the setting

The childminder was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged nine and 13 years in a house in Tyldesley, Wigan. The whole of the ground floor and the rear garden are used for childminding, with toilet facilities situated upstairs. The family has a small dog, a hamster and a fish as pets.

There are currently five children attending, of whom three are within the early years age range, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She supports children with special educational needs and/or disabilities.

The childminder is qualified to level 3 in childcare. She attends several groups for childminders and also activities at the local children's centre, as well as outings further afield. The childminder can take and collect children from local schools, pre-schools and nurseries. She is a member of the National Childminding Association. The childminder provides care from 8am to 5.30pm, Monday to Friday, except for family holidays.

What the setting needs to do to improve further

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

- develop a more detailed approach to self-evaluation, including more precise monitoring of planning, assessment and observations.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The educational programmes have depth and breadth across all seven area of learning. The childminder has a good understanding of how children learn through play and supports children to develop the characteristics of effective learning. The childminder provides plenty of encouragement for children in their chosen play and creates opportunities within their play to reinforce their learning about colour and number. Children demonstrate critical thinking when trying to build a steady tower with blocks, by putting the largest one at the base, and then revise their plan when they realise that the raised pattern on the block would make the tower topple. They persist with such activities with encouragement from the childminder, developing the ability to concentrate for extended periods of time when a task poses challenges.

The childminder uses comprehensive methods to track children's development, using guidance to assess their development against expected development for children in their age bands. In doing this she is able to assess their learning and plan appropriate activities to build on this. The use of a colour coding system enables the childminder to show the rate at which children make progress in the different areas of learning, so that she can monitor this and adapt her practice to meet children's individual needs. The childminder makes observations of children's learning to inform her planning and assessment, which

leads to activities that give children good levels of challenge for their age and stage of development. The childminder has high expectations for all children in her care, including those with special educational needs and/or disabilities, and uses effective questioning to extend children's thinking during play. She provides a balance of adult-led and child-initiated activities to effectively support children's learning. She frequently asks children to make choices about what they would like to do, and as a result, they are well-motivated to learn because they are interested in the activities provided.

The childminder makes effective use of local outings to parks and childminder groups, along with ones further afield to museums or the seaside. This complements children's play and learning in the setting. Her use of outings enables children to develop an understanding of the natural world as they visit zoos and nature parks, with walks to feed ducks at local ponds. Children learn about the wider community by watching dragon dances in a city centre at Chinese New Year followed by a visit to a Chinese restaurant, that welcomes children during the festival, for a special lunch. Visits to regional science and transport museums also help children to learn about the history of vehicles and allow them to have 'hands on' experience of simple experiments. These experiences provide them with an opportunity to enjoy science and technology.

Children have frequent access to activities to develop their manipulative skills, by producing paintings, drawings and collages. This helps to build early mark making skills, in preparation for writing when they later attend full time school. The childminder demonstrates a thorough understanding of the early skills needed for children to be ready for more adult-led learning as they get older. As part of her preparation to successfully implement the progress check for children aged between two and three years of age, the childminder has begun to produce regular progress summaries for children across all prime and specific areas of learning. Parents provide their views on their children's progress to help inform the next steps for children's learning as a result of the check. The childminder encourages parents to share information about what children have done at home, using daily diaries, to contribute to children's assessments. Parents also provide information about what children can do when they join the setting, to inform the initial planning for their learning.

The contribution of the early years provision to the well-being of children

Children are very happy and confident with the childminder, demonstrating strong attachments to her. She provides consistent boundaries and support for children to learn good manners and social skills, through reminders and simple rewards. Children are encouraged to choose their own activities, to enable them to develop motivation and self-esteem, as their views are taken into consideration. Toys and resources are accessible to children, to promote independence, and the childminder makes regular changes to them to maintain children's interest, while keeping favourite resources out to promote emotional security. The childminder demonstrates a strong understanding through discussion of the need for children to be emotionally secure in order for learning to occur. Children are well-prepared for joining larger settings because the childminder has a strong understanding of the communication and self-care skills they need in order to be confident and learn, during their steps towards full-time education.

Children are able to make choices from a healthy range of foods, for meals and snacks, supporting their understanding of the importance of diet in a healthy lifestyle. They confidently ask the childminder for fruit and she encourages them to serve themselves, again promoting independence. The childminder provides daily outdoor play to help children enjoy exercise as part of a normal lifestyle and children are enthusiastic about visiting local parks and playgrounds. They put on their coats independently to show how much they want to go and the childminder praises them warmly as this is the first time they have managed this.

Children's safety is an absolute priority and the childminder takes comprehensive practical measures to protect them from accidents. She seeks a variety of permissions from parents, such as for using outdoor play equipment on and off the premises. This enables her to support children's learning about reasonable risk through play, while minimising opportunities when accidents might occur. Procedures for organising all outings are thorough, including the equipment needed, to help keep children safe. Children are encouraged to learn about the importance of keeping themselves safe, for example, by practising the fire evacuation procedure.

The effectiveness of the leadership and management of the early years provision

The childminder has a thorough knowledge of the safeguarding and child protection procedures, through attending training. Her practice and policies demonstrate a good understanding of the safeguarding and welfare requirements of the revised Early Years Foundation Stage. All documentation relating to children's welfare and safety is completed to meet statutory requirements, in order to support the safe and effective running of the childminding service. The childminder carries out daily checks of the premises to minimise risks to children and has a clear understanding of the circumstances when risk assessments need to be reviewed, such as for new outings or when new children or babies join the setting.

The childminder uses the Ofsted self-evaluation tool to identify areas for continuous improvement in her practice and writes plans to develop this further. For example, she has made changes to her systems for assessment and planning as a result of her attending a number of courses to enhance her practice and self-evaluation. However, a lack of precision within her self-evaluation processes means that she has not fully reflected on the methods used for observations, assessment and planning and how she will continue to monitor this to ensure that children make maximum progress.

All actions from the previous inspection have been met, and the childminder has also made substantial progress to implement the recommendations from this, to further improve her practice. She has developed her knowledge and understanding of the information to be exchanged between settings in order to support continuity of care and learning for children, and now has procedures for this if they are needed. Obtaining a qualification at level 3 in childcare, along with attending relevant short courses, has provided the childminder with the professional knowledge needed to make effective

improvements to her practice. She also holds a qualification in first aid and updates her knowledge through specific courses, such as food hygiene and child protection. The childminder also receives support from the local authority and uses this to help enhance her provision.

Parents' views are regularly sought through verbal and written means, in order for the childminder to match her practice to the needs of children and families, including times when families may be encountering difficulties. The views of children on day to day activities are very important to the childminder. She is aware of children's interests and preferences, so that she can alter her practice accordingly, while still supporting their learning in a safe environment.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement

is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY295118
Local authority	Wigan
Inspection number	820134
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	22/06/2009
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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