

<b>Inspection date</b>	13/03/2013
Previous inspection date	27/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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**

- The childminder is very experienced. Her informed observations are reflected in activity planning to meet the unique needs of every child. This ensures every child makes good progress in their learning and development from their starting points.
- Overall, teaching is rooted in a secure knowledge and understanding of the Early Years Foundation Stage. The childminder has a good awareness of how young children learn and of how to promote learning through play and additional experiences.
- Consistent routines and relationships result in secure attachments and tailored support for individual children. As a result, children are happy and feel safe in the stimulating, homely environment.
- The childminder is keen to further develop her service. She uses her links with other childminders and professionals and attends an extensive range of training to enhance her knowledge. Her plans for improvement are well targeted to strengthen her already well-informed practice.

### **It is not yet outstanding because**

- The childminder does not always make the best possible use of the space in her playroom to allow children to spread out their activities and to play flexibly with a wide range of freely accessible resources.
- Children are provided with fewer opportunities to use technology in their play and investigations than other aspects of the areas of learning.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 observed play in the designated playroom and viewed the resources and equipment available to the children.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a selection of documents, including; policies, records of attendance, complaints, feedback from parents, qualifications and training, activity planning and children's records.

## Inspector

Angela Rowley

## Full Report

### Information about the setting

The childminder was registered in 1991. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Atherton, which is in the borough of Wigan, Greater Manchester. The whole of the ground floor, except the kitchen, is used for childminding. There is a rear garden for outside play. The family has a dog and a cat as pets.

The childminder attends a childminding group and activities at the local children's centre. She visits the park and places of interest on a regular basis. She collects children from the local schools.

There are currently eight children on roll, six of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7am to 7pm, Monday to Friday, except bank holidays and family holidays. She holds an appropriate early years qualification at level 3 and is accredited to provide funded education places for two-, three- and four-year-olds. She is a member of the Professional Association for Childcare and Early Years and provides care for children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- extend the enabling conditions for rich play by increasing the amount of clear space in the playroom and through the use of flexible and more freely accessible resources to further support children's active learning and critical thinking
- develop children's understanding of technology by increasing the range of programmable toys and equipment involving information and communication technology, such as computers.

## Inspection judgements

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

The childminder has a secure knowledge and understanding of how to promote the learning and development of young children. As a result, children are becoming keen learners and display many of the characteristics of effective learning. At an early stage they are able to think and follow through their own ideas, supported by the childminder

who provides the resources they need. For example, children explore wheels when they make 'cars' with their interlocking shapes. They comment that they could make wheels using paper, glue and sticky tape. The childminder spontaneously supports this by providing paper plates and pencils to design wheels. Consequently, children enthusiastically draw circular images on their plates, following through their design ideas. The childminder also uses her knowledge and experience to its best effect in supporting and extending children's learning through their play. For example, children develop their mathematical skills when they are encouraged to think about how many wheels they need on their car. To make this meaningful, they are asked to think about how many wheels there are on the childminder's car outside. When children identify that they need 'two on the front and two on the back', the childminder uses the opportunity to challenge children to calculate and think about how many this makes altogether. She uses her fingers on both hands effectively to support this. Furthermore, children are introduced to letter sounds as they play, therefore developing their literacy skills. For example, when children make snakes with their interlocking beads, the childminder introduces the 'ssss' sound and links it phonetically to the 'sssssnake'. These examples demonstrate how well she is supporting children's skills in readiness for their future learning at school.

The learning environment is mostly very well planned and provides a stimulating space in which children play. It is enhanced with attractive and relevant resources to support the current theme or activities for learning. For example, to support children in developing an awareness of emotions, the childminder displays pictures of faces representing different feelings and she uses a large wall safety mirror to enable children to see themselves and their own faces. This supports them in understanding their own emotions, which supports their personal, social and emotional development. Children access a small table with chairs so they can make marks using paper and pencils, or use it to complete interlocking puzzles on a flat surface. They use floor space to construct using different materials, such as, wooden blocks, interlocking beads and shapes. However, they are not always able to spread out their play or freely access resources to fully extend their ideas. Very young babies are supported in rocker chairs or a play frame with a variety of stimulating objects to explore.

The childminder skilfully observes children and uses what she notices to its best effect. As a result, she knows when and how to support them individually and when to intervene to challenge further learning. Her intuitive approach captures the moment effectively. For example, when she notices a toddler-aged child interested in an interlocking number jigsaw, she uses the opportunity to support one-to-one correspondence in counting. She simultaneously challenges more able children to identify the associated number as a label, while also engaging children with special educational needs and/or disabilities with tuneful counting by rote. This means that children's individual learning is continually and appropriately challenged. The childminder is very aware of every child's individual abilities because arrangements for assessment are comprehensive. She uses information provided by parents in addition to her observations and periodic summary reports linked clearly to development guidelines to track what children can do. This means she knows that most children make good progress based on their starting points. It also means she is able to identify where children may need additional support and intervention.

Planning for children's learning is thorough. The childminder plans a wide range of adult-

led activities and experiences to further enhance children's learning through play. She makes the most of outings and activities within the local community. For example, children investigate messy play, such as, paints and shaving foam, in group activity sessions at the local children's centre. They experience different transport methods when they walk to the station, use the train to go to the airport and view aeroplanes. Detailed consideration in activity planning ensures that the experiences provided promote children's learning across all areas. However, children are not developing confidence in using a wide range of battery operated toys or programmable equipment. This is because they have fewer opportunities to freely use technology in their play than other very well resourced areas of learning.

A range of communication methods ensure the childminder and parents are both well informed of children's activities and progress. Right at the start, a gradual admission process enables both parties to share information about children's general abilities, which enables the childminder to plan effectively how to meet their needs. Daily verbal exchanges and phone texts keep parents fully informed about children's ongoing achievements. Routine progress summaries, including the required progress check at age two, also support this.

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

Children are happy and settle well due to the childminder's care and experience. Time is taken to establish relationships at the start of their care and to obtain useful information from parents about children's care needs and home backgrounds. As a result, the childminder is able to talk to children about their family members and experiences familiar to them, such as about their pets. This helps them develop a positive sense of themselves. She knows them so well that she is able to identify the non-verbal cues of babies and children unable to express themselves through words. Her responsive nature means she is quick to react and meet their individual needs. The relaxed relationships mean that children enjoy the childminder's attention and involvement in their play and they smile and laugh when the 'snake' they have made, chases them. They approach her freely with toys and this shared interest extends the possibilities for further learning.

Children are also developing secure relationships with each other. They develop care and concern when they are encouraged to 'be friends' on the rare occasions they squabble. They are keen to assist in the care of the baby and use a persona doll to model care routines, such as nappy changing, or being rocked to sleep. Some children are so confident in the care routines in place that they organise the childminder, anticipating what needs to happen next. For example, at lunchtime when the childminder prepares the small table with two chairs, she is quickly informed that there is one short and she needs to get another. Secure routines help children know what is expected of them and, as a result, they sit and eat their lunch together sociably. Prior to this they join-in with tidy-up time. Learning how to put toys away when there are lots out, helps raise children's awareness of playing safely. The childminder conducts clear risk assessments of her home. As a result, children move freely and safely between the playroom and hallway in which they play. They also play in the back garden, which is fully enclosed, or on the spacious driveway under supervision. They learn about home safety when they practise

emergency evacuations.

Children's well-being is positively promoted because the childminder and parents work effectively together to discuss and plan for individual children's needs. As a result, dietary and medical requirements are known and met. Good standards of hygiene are also adopted. Children demonstrate confidence with self-care routines when the childminder vigilantly ensures their runny noses are routinely wiped and they respond by commenting that she will need the anti-bacterial hand-gel next, which is accessible and routinely used. Children ask for some too and rub it in their hands and fingers with control, commenting how much they like the smell. Toddler-aged children are encouraged to hold and to independently use their two-handled spouted cups, which they freely access when they are thirsty. More able children use non-handled, open cups without spillage. These aspects of self-care are important for securing their early understanding of healthy lifestyles.

Daily outdoor experiences are provided, including trips into the local community. Use of large play equipment at the children's centre and soft play centre extends children's physical skills. Attendance at toddler groups supports children's understanding of the wider world and extends their social experiences. This helps them develop social confidence. Furthermore, visits, such as to school assemblies to see older children take part, help children become familiar with a school building and environment. These opportunities prepare them well for their future transitions to nursery or school.

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

The childminder has a secure understanding of the safeguarding and welfare requirements, which means her provision is safely organised and children are safe and protected. Since the last inspection, she has significantly improved the organisation and maintenance of her record keeping to secure the safe management of her provision. All required records, policies and procedures are now implemented. Records of children's attendance and risk assessments are detailed and are up to date. These demonstrate that the childminder meets requirements in relation to the numbers of children she cares for. She has used her secure knowledge of requirements to apply an exception to the ratios to allow her to care for an additional child on a part-time basis to ensure continuity in their care. Policies are documented and are on display in the entrance hall for parents, along with general information to support children's care, learning and development. The childminder has also addressed how she encourages children to adopt positive behaviours towards others.

The childminder's commitment to training and to demonstrating very effective organisation results in provision that continually improves. Since the last inspection, she has achieved an early years qualification at level 3 and has become an accredited childminder. This is an acknowledgement of the quality of her provision that enables her to provide funded early education. In addition, she continually accesses an extensive range of short training sessions and uses her new knowledge to improve the provision for children's care and learning. For example, she has attended training in positive parenting, which she is using effectively to promote children's behaviour. She is also beginning to use

training in phonics to encourage children's early awareness of letters and sounds. Through training and development, the childminder knows what good practice looks like. As a result, she is able to identify relevant areas for improvement. For example, she is in the process of increasing her understanding of procedures and specific strategies to more expertly support children with special educational needs and/or disabilities. Her partnership working is strong. She is liaising closely with the inclusion officer from the local authority and has provided summary reports to medical professionals to support their assessments of children's needs. This means she is playing a full part in ensuring that, where necessary, children get the right support and intervention. This makes a strong contribution to meeting children's needs and promoting their welfare.

The childminder is fully aware of her responsibility to protect children and of potential indicators of abuse or neglect. She has attended and regularly refreshed her safeguarding training and is clear about the local procedures. Her home is well maintained and children are kept safe and secure. The childminder's good understanding of the learning and development requirements means children make good progress in all areas of learning. Her welcoming, homely play environment, along with effective and responsive processes for observations, assessments and planning, support this. The views of parents are gathered using questionnaires and these demonstrate their satisfaction with the service they and their children receive.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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 action. 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

<b>Unique reference number</b>	322797
<b>Local authority</b>	Wigan
<b>Inspection number</b>	907393
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	27/07/2009
<b>Telephone number</b>	

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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, which are usually the childminder's 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.

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Piccadilly Gate  
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M1 2WD

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