

## Inspection date

Previous inspection date

10/04/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 works exceptionally well with parents to promote a consistent approach to children's care and learning. Consequently, children's transition into the setting is very smooth; they are secure and settle very well.
- The childminder's nurturing care and her commitment to promote every child's individual well-being means that their individual needs are very well met and their specific health needs extremely well promoted.
- The rich, stimulating and imaginative playroom, combined with the high quality resources, motivates children to explore and to 'have a go' as they make good progress in their overall learning and development.
- The childminder is highly motivated and is keen to further develop her service. She acts on advice, links with other childminders, seeks information and attends 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 yet make the very best use of her stimulating garden to enable children to play and learn in different ways, particularly with regards to the natural world.
- The childminder does not yet use expert knowledge and strategies to support children learning English as an additional language to build on their already very good progress.

## 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 and care routines in the designated playroom, kitchen and lounge and viewed the resources and equipment available to the children, which support the activities provided.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a selection of documents including, operational and children's records.
- Parents' comments were taken into account on the day of the inspection using the childminder's service questionnaires and references provided.

## Inspector

Angela Rowley

## Full Report

### Information about the setting

The childminder was registered in 2012 on the Early Years Register and both the compulsory and voluntary parts of the Childcare register. She lives with her partner and two children aged 10 years in the Shevington area of Wigan, Greater Manchester, close to shops, schools and public transport links. The whole of the ground floor is used for childminding, which includes the lounge, kitchen and a conservatory that is designated as a playroom. Access is also provided to the first floor bathroom. There is a fully enclosed rear garden for outdoor play.

There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. She attends groups and visits local parks and community venues with the children. The childminder operates all year round, from Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

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

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

- increase use of the garden to further promote children's learning. For example, extend the possibilities for investigations of the natural world, by providing chimes, streamers, windmills and bubbles to investigate the effects of wind
- enhance understanding about the stages in which children learn English as an additional language and how these can be even better supported in the setting. For example, use publications, such as 'Supporting children learning English as an additional language-Guidance for practitioners in the Early Years Foundation Stage' (National Primary Strategies).

## Inspection judgements

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

Children thrive in this stimulating and nurturing provision. Their enthusiasm for learning is very effectively promoted. They actively seek out experiences within the playroom, such as small world toys, interactive toys and natural materials from the treasure baskets and low-level open storage. Consequently, they make motivating choices and decisions about their play and what they want to do. The childminder understands each child in her care and knows how they learn best. She values and supports children, recognising that

children learn through play. She uses her rich and stimulating environment to good effect. For example, the physical development of babies is optimised through good use of 'tummy-time' to promote stretching and early mobility. The childminder places favourite toys just out of reach to motivate babies to make movements, which they do with success. She recognises babies' readiness for walking and provides sturdy push-along toys to promote their standing and first few supported steps. Babies develop a keen curiosity when she provides a wide range of items made from natural materials, which stimulate their senses. They feel, grip and shake the metal whisk and the wooden spoon. The childminder effectively models the possibilities of other items, such as glitter shakers, which babies eagerly then attempt themselves. They soon learn about the concept of 'cause and effect' because the childminder provides a variety of bright colourful activity toys with buttons to pat and press. This means that they learn effectively by 'having a go'.

Children's communication and language is effectively fostered through the childminder's tuneful modelling and labelling of words in everyday situations. Consequently, babies fixate on her face and listen, therefore, developing the necessary foundations for the development of speaking and understanding. They begin to associate gesture with words as she sings songs and rhymes using actions. Children learning English as an additional language are well supported. The childminder values their home language and reinforces key words, to support their understanding in English. This also helps them develop a positive sense of their own identity. Although, the childminder is not yet using expert practice to make the best possible use of other strategies to support children as they develop through the stages of second language learning. For example, by beginning to introduce songs from home, sharing dual language books or displaying print in other languages.

The childminder supports children to make good progress as she clearly identifies and plans for their individual needs and their next steps in their learning. Assessments linked to the areas of learning are completed using information from parents right from the start. They are used to provide a full picture of children's development, which is tracked using ongoing observations of children's achievements. This means that the childminder knows that children are already making good progress based on their starting points. It also means that she can plan and provide a tailored learning experience as she identifies gaps in individual children's learning and uses this to focus on how to best promote their next steps. A range of communication methods keep parents well informed of children's activities and their progress during their time with their childminder, including texts, photographs, newsletters and summary progress reports. She has yet to implement the progress check at age two. However, she is fully aware of the requirements and by using her planning and monitoring documents, she can already clearly identify what the children in her care are achieving in relation to the prime areas of learning and development.

The childminder monitors the educational programme to ensure that she promotes all areas of learning in a stimulating and challenging way. As a result, children are continually challenged and supported in their learning and development. She routinely takes children out to extend their experiences of the wider world such as to feed the ducks or to visit the aquarium. She also uses her garden regularly. This enables children to dig in the sand, play imaginatively in the 'house' or exercise on the sturdy wheeled toys. As yet, however,

there are fewer opportunities for children to explore and notice features of nature and living things in the garden such as the wind, birds and things that grow.

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

Children benefit from the excellent processes which ensure a smooth transition into the setting. As a result, children form secure emotional attachments with the childminder. Relationships are developed right from the very start when she visits the child and family at home. Relevant and meaningful information is discussed to provide children with the very best care and support when they arrive for their first full session in the setting, following a gradual admission process with a parent. The childminder uses this information to provide a tailored package of care for every individual. Consequently, all children settle well, are happy and show a strong sense of belonging, very quickly. This provides a very strong base for babies developing independence and for developing skills for their future learning. As a result, children feel very confident in exploring the stimulating playroom, making selections from the motivating range of resources and making decisions appropriate to their age and stage of development.

Babies readily smile, laugh and giggle in the company of the highly nurturing childminder. Relationships are secure, warm and affectionate. She knows them so well that she notices subtle signs of hunger or tiredness and responds swiftly to meet their needs. They settle off to sleep quickly in provision which is tailored to their individual requirements. For example, one baby settles in a travel cot with comfort blanket and ceiling reflector, while another is rocked in a fully lie-back pram and soothed by gentle singing. The childminder places a high priority on children's health, for example, she wipes hands and faces with individual flannels and adopts very good standards of hygiene to prevent the spread of infection. During mealtimes she encourages children's physical development and their personal and social development. Through secure routines babies anticipate food; they are supported to develop self-help skills, by finger feeding and holding their own spoon. Excellent partnership working with parents, along with the childminder's dedication to providing for children's well-being, means that children's unique dietary and medical requirements are met with exceptional care.

The childminder conducts clear risk assessments of her home. As a result, children move freely and safely between the conservatory, kitchen and lounge to access toys or for a quiet time reading stories or settling to sleep. They are monitored carefully using a listening device and during regular checks when sleeping. Children feel safe in the setting. The childminder is always close by for support when needed and, as a result, babies explore independently. They know she is there even when out of sight because she talks to them continually, therefore offering reassurance. Daily outdoor experiences are provided with occasional access to the garden and trips into the local community. Use of large play equipment, such as at the adventure park, extends children's physical skills and attendance at toddler groups extends their social experiences. This helps them develop social confidence and prepares them for their future transitions to nursery or school.

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

All safeguarding and welfare requirements are given the highest priority to ensure children are safe and protected while in her care. All required records, policies and procedures are implemented. To underpin her understanding and share information with parents many are documented, provided to parents or are on display in the conservatory, along with general information to support children's care, learning and development. The childminder has completed safeguarding training and is secure in her knowledge of what she would need to do should she have any concerns relating to child protection. She regularly reviews her documents and monitors the planning to ensure the educational programmes continue to provide a broad, exciting and challenging range of activities for children. She tracks children's development with care, which helps her maintain a clear view of the provision, therefore, monitoring effectiveness in meeting children's individual learning and development needs.

Since registration, the childminder has worked hard to continually develop her practice. She is very enthusiastic and she is highly motivated to make the setting the best it can be for the benefit of the children she enthusiastically cares for. She strives for perfection and uses advice from other childminders and local advisors and is aware of working with others who share care of the children if required. In addition, she frequently searches the internet for further information to assist her in developing her practice. She continually reflects and makes changes as a result. For example, since registration, she has fitted an insulating carpet in the conservatory in response to the needs of young babies needing warm and comfortable floor play. She has also provided a stimulating, accessible learning environment for all children, which includes some improvements to the garden. Through secure self-evaluation and because she knows what much good practice looks like, she can identify relevant areas for development and has plans for how she wants to develop her practice. For example, she has already identified a need to increase the possibilities for learning in the garden further and to extend her training and development to inform even more secure practice.

The childminder is extremely successful in engaging with parents, building highly effective relationships right from the start. They are valued as their child's first educator and their knowledge of their child is used to inform a clear initial assessment of children's needs. Excellent communication provides consistency in children's care and ensures their welfare and individual well-being is prioritised and met to very good effect.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY453673
<b>Local authority</b>	Wigan
<b>Inspection number</b>	888089
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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