

## Inspection date

Previous inspection date

14/05/2013

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

- Children are happy and settled, they enjoy loving and affectionate relationships with the childminder, who works closely with parents to ensure children's individual needs are fully met.
- Children are motivated by a well-resourced, indoor and outdoor learning environment. Consequently, children are active and inquisitive learners who enthusiastically explore and investigate their surroundings.
- The childminder understands how young children learn and successfully builds on their enthusiasm for learning. She accurately assesses their development and provides a good range of interesting and challenging experiences that meet children's individual learning needs. Consequently, children make good progress.
- Children who speak English as an additional language are very well-supported, this means they make the best possible progress to ensure they are ready for the next stage in their learning.

### It is not yet outstanding because

- Opportunities for children to practise and refine their skills, in relation to balancing and early writing, are not fully utilised. This means some of their physical skills are not practised as frequently as possible.
- Planning does not always fully reflect in detail how children will be consistently supported in achieving the identified next steps in their 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 interactions and activities in the living room, dining room, conservatory and garden.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's learning journeys, the childminder's self-evaluation and a selection of written records and policies.
- The inspector also took account of the views of parents expressed in questionnaires and written letters.

## Inspector

Vickie Halliwell

## Full Report

### Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 15 and nine years in a house in Wigan. The ground floor of the house is used for childminding and there is a downstairs cloakroom. There is a fully enclosed garden for outside play. The family have a large selection of pets, including outdoor animals.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently three children on roll, all are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7am to 6pm, 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:

- enhance children's physical skills and coordination by: providing further opportunities for them to practise and refine their balancing skills and providing further activities, which encourage the development of hand muscles and finger control in preparation for early writing
- enhance planning for children's next steps by adding more detail about how planned activities will be used to help children achieve identified learning objectives.

## Inspection judgements

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

The childminder has a good understanding of how children learn, she supports children well and effectively promotes the characteristics of effective learning. Children benefit from a good range of interesting activities and suitably challenging experiences that promote their learning in all seven areas. Consequently, children are active and inquisitive learners who are acquiring the skills, attitudes and dispositions they need to be ready for school. Children enthusiastically embrace new experiences, laughing as they make

patterns in the shaving foam. They confidently explore the stimulating child centred learning environment, independently accessing resources of their choice. For example, babies enthusiastically explore a range of musical instruments swaying happily from side to side as they make their own music. Older pre-school children confidently extend adult-led activities, for example, switching on electronic toys to provide background music as they sing and dance. Mathematical concepts and number skills are routinely introduced into children's play. The childminder encourages children to make size comparisons and think about what size of dressing-up outfit they need for themselves and the much smaller soft toys. Children experiment with volume and capacity as they pour water into different sized containers. Older children can count confidently in both their home language and English and enjoy a range of number rhymes.

Children's communication and language skills are given a high priority and support for children who speak English as an additional language is excellent. The childminder models language and provides children with lots of opportunities to use language for communication. For example, the childminder uses puppets as she asks open-ended questions which encourage children to think and talk about what they are doing. Consequently, children are making very good progress given their starting points. The childminder routinely extends children's vocabulary, introducing new words through everyday activities and experiences. To support children who are learning English as an additional language the childminder has worked very closely with parents to ensure she can communicate in the child's first language. As a result, the childminder can understand what children are saying and increase children's understanding of English in a meaningful way. For example, the childminder repeats what children say in their first language in English. Children enjoy daily opportunities to sing rhymes and listen to stories and are learning that print carries meaning.

Priorities for children's future learning are identified by the childminder who builds on children's interests and their current capabilities. For example, by using a child's interest in frogs to engage the child in sequencing and matching activities. Phonics are routinely introduced into everyday play as the childminder highlights letter sounds. In preparation for the skills children will need for early writing, the childminder provides activities, which encourage children to make marks for a purpose. Young children are encouraged to use large arm movements to make patterns outdoors and enjoy painting with both large and small brushes. However, opportunities for children to strengthen hand muscles and develop their hand-eye coordination; for example, by using small tools to practise the pincer grip used to hold pencils, are not fully utilized. This means opportunities for children to develop skills for early writing are not promoted as well as possible.

Children's understanding of the world is particularly well-promoted, children are continually learning about the natural world as they experience the changing seasons through continuous access to outdoor play. They enjoy planting seeds and caring for their own plants and are learning to care for living things, as they help feed and care for the chickens and rabbits in the childminder's garden.

The childminder continually observes and monitors what children can do and where they may need additional support. She refers to relevant guidance to help her assess children's current capabilities and identify priorities for future learning. Consequently, the

childminder has a secure knowledge of individual capabilities and provides a varied range of challenging activities, that help children make continued progress in all areas of their learning and development. The childminder uses the information she has gathered to plan for children's future learning. However, the current system does not always fully consider in sufficient detail how planned activities can be used most effectively. This means, occasionally, some learning objectives for children are not consistently met. Records of children's capabilities, including their progress at age two years are beautifully presented and routinely shared with parents. Parents are encouraged to discuss the next steps in children's learning and share details of their child's interests and achievements at home.

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

Children benefit from very secure attachments with the childminder, which provide a strong foundation for their general well-being and developing independence. The caring, supportive and nurturing environment ensures all children feel valued, safe and secure. Consequently, children demonstrate a very strong sense of belonging as they move purposefully around the childminder's home, making informed choices about how and where they spend their time. Care needs and routines are fully discussed and agreed with parents prior to admission, as a result, children settle extremely quickly and benefit from consistent care that meets their individual needs.

Children's good health is continuously well-promoted. Children adopt a healthy lifestyle because provision for active, outdoor learning is strong. Children are invigorated as they play outdoors and clearly enjoy their time in the childminder's garden. Children have regular opportunities to be physically active, as they dance, exercise and practise and refine their climbing skills at local parks. However, opportunities for children to practice and refine their balancing skills and coordination, for example, by walking along a fixed line or low balancing beam, are not frequent. This means some physical skills are not promoted as effectively as possible. Children are encouraged to make healthy choices and enjoy their meals. Children are becoming increasingly aware of their own safety because the childminder highlights the importance of road safety and holding on while climbing.

The childminder is a positive role model who encourages children to develop a positive and caring attitude towards others. Children listen to what the childminder says and respond positively to simple explanations and reasoning. Consequently, children are well-behaved. Children value friendships with their peers and enthusiastically welcome new children to the childminder's home. Resources that reflect positive images of race, culture, gender and disability are evident throughout the setting. Children's cultural experiences and their unique contribution to the setting are valued, for example, at Easter children share in Polish traditions. Such activities are supported by positive explanations which raise children's awareness of the wider world and help them learn to respect and value differences. Children's personal, social and emotional development is particularly well-fostered. This promotes children's confidence and their enthusiasm for learning, which helps ensure children are well-prepared for their transition into nursery or school.

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

The childminder has only recently commenced minding but has quickly established effective systems to ensure all the requirements of the Statutory Framework for the Early Years Foundation Stage are fully met. The childminder has a secure understanding of how to protect children in her care. Consequently, children are effectively safeguarded. The childminder demonstrates a clear knowledge and understanding of child protection issues and can implement appropriate procedures to protect children from possible harm. Rigorous risk assessments ensure children can move and play safely within the childminder's home and garden.

The childminder is committed to further improving her professional practice and has completed relevant training courses since registration. Systems to evaluate the effectiveness of all aspects of the provision are established and the childminder actively seeks parents' views about the quality of her provision. The childminder's drive for improvement is demonstrated by a clear improvement plan, which highlights further training to support children's achievements over time. For example, by developing the current systems in relation to observations, assessments and planning. The childminder routinely evaluates the educational programme, working closely with her local authority adviser and monitoring children's engagement to ensure they are inspired by the range of activities and experiences provided. Records of children's learning and development are monitored to ensure they accurately reflect children's capabilities.

Partnerships with parents are well-established and contribute significantly to the good progress children are making. Parents comment positively on the 'fun, safe, loving and caring environment' and the 'good range of activities' the childminder provides. Parents are very well-informed about their child's progress and how they can further support their child's learning at home. The childminder has devised a wide range of written policies and procedures that are shared with parents at admission. The childminder is fully committed to working closely with other agencies to ensure children get the support they need to help them make progress.

### **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>	EY454774
<b>Local authority</b>	Wigan
<b>Inspection number</b>	891226
<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>	3
<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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