

Inspection date

Previous inspection date

10/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- The childminder does not keep an accurate record of children's attendance and routinely exceeds the maximum number of children she may care for. This impacts on her ability to deliver the learning and development requirements; consequently, children are not helped to make the best possible progress.
- At times, the childminder does not fully support the individual learning needs of the children, particularly in relation to the provision of planned, purposeful play. This means the educational programme does not always meet the learning needs of the range of children who attend.
- Systems to manage children's behaviour are, at times, inconsistent. This means children are not learning how to manage their own behaviour consistently.
- The childminder has an unrealistic view of some aspects of the provision. Consequently, systems to monitor the educational programme, including the daily routine and the provision of challenging learning experiences, are not rigorous enough to help children make good progress in all aspects of their learning and development.

It has the following strengths

- Children benefit from a range of accessible and developmentally appropriate play materials which support independent, child-initiated learning.
- Children enjoy a warm and affectionate relationship with the childminder; this helps them feel safe and secure.

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 activities in the conservatory, kitchen and living room.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector looked at written observations of children's learning and a small selection of written records.
- The inspector took account of the views of parents expressed through questionnaires and information included in the childminder's self-evaluation form.

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 partner and three children aged one, seven and 11 years in the Appley Bridge area of Wigan. The whole ground floor of the house and the rear garden are used for childminding.

The childminder attends toddler groups 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 six children on roll, five 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 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 meet the requirements of the Early Years Foundation Stage the provider must:

- develop knowledge and understanding of the Early Years Foundation Stage requirements regarding the ages and numbers of children that a childminder may care for
- ensure each area of learning and development is implemented through planned, purposeful play, that children have sufficient opportunities to take part in play which is led or guided by adults, and that adults respond to and extend child-initiated play through effective teaching to fully support children's learning
- maintain a daily record of the names of the children being cared for on the premises and their hours of attendance.

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

- implement positive behaviour management strategies consistently so that children are aware of the behavioural expectations within the setting
- improve monitoring and evaluation in order to shape and deliver challenging learning experiences to help children make the best possible progress in all aspects of their learning and development.

Inspection judgements

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

Children benefit from an accessible, well-resourced learning environment, and older children are suitably occupied by the available resources. However, provision for children's learning and development is restricted because the childminder does not fully support children as they play. Poor organisation means the childminder spends considerable time preparing snacks and meals and moving between three rooms to check on the children, but fails to engage them in purposeful play. Through discussion and documentation, the childminder demonstrates a sound knowledge and understanding of the learning and development requirements, but this is not reflected in practice. The childminder routinely observes and monitors children's towards the early learning goals, and systems to highlight the next steps in children's learning are emerging. However, the quality of teaching is very inconsistent and at times poor; consequently, children briefly wander aimlessly before seeking out their own resources. Weak practice means the childminder struggles to effectively meet the individual learning needs of the mixed age group. Planned activities are disrupted by the demands of younger children and not subsequently revisited. Consequently, older children are disappointed when the childminder fails to read the story they have chosen and they don't have the opportunity to complete the planned activity they had previously discussed. When children realise it is time to leave, they voice their disappointment with the morning's activities, commenting that they have not done very much. Provision for children's learning and development is further restricted because the childminder routinely exceeds the maximum number of children she may care. This places additional demands on the childminder, who at times does not fully support the learning and development needs of a smaller group.

In contrast, while younger children sleep, older children are for a short time well supported by the childminder, who encourages them to count and compare the size of animals as they play. Children respond enthusiastically as the childminder asks open questions which encourage them to consider where the different animals might live and the sounds they make. The childminder builds on children's previous experiences, and articulate children talk expressively about a recent visit to the farm, but the childminder fails to sustain this when younger children wake up. The childminder is knowledgeable about children's individual capabilities and works closely with parents to help identify children's starting points. Children's progress is tracked and written records, including children's progress check at age two years, are well presented and appropriately shared with parents. The childminder is mindful of the importance of the prime areas of learning and monitors children's emerging speech closely. One parent comments specifically on the progress children have with their speech and language. Children benefit from a wide range of activities and experiences outside the home. For example, the childminder takes children to a range of soft play centres to promote some aspects of their physical development. The childminder also accesses planned story sessions at the local library and sessions at the local children's centre.

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

Children benefit from secure attachments with the childminder. This provides a strong foundation for their general well-being and helps prepare them emotionally for later transitions into nursery and school. Children are lovingly and warmly welcomed into a child-centred environment which helps them feel emotionally secure. Consequently, older children display a strong sense of belonging; they confidently access their own resources and make informed choices about where they play, for example, carrying the toys they have selected into a different room to give them more space. While the childminder at times does not do enough to engage children in purposeful play, she ensures children's immediate care needs are met. For example, she provides reassurance for young toddlers as they wake, holding them closely and speaking gently. Older children are generally very well behaved and are routinely praised for 'playing nicely'. However, after lengthy periods initiating their own play, minor disputes arise which the childminder fails to manage consistently. This means children receive mixed messages about behavioural expectations. As a result, older children highlight the unfairness, when after filling a vehicle with play figures they do not have the opportunity to play with it because the childminder instructs them to share. In contrast, the same child is later told they have to wait until another child has finished before they can have a turn.

The childminder has a sound understanding of how to promote the health and safety of the children in her care. She has assessed the safety risks within her premises well, and has minimised potential hazards so children are able to move freely and play safely within her home. Children learn about the importance of good hygiene through routine procedures and are competent at managing their personal needs relative to their ages. Children enjoy a range of balanced and nutritious meals; however, mealtimes are not valued as a learning experience and support for children is limited. This is because the childminder does not sit with the children, but attends to other tasks while the children feed themselves. As a result, younger children are not encouraged to use a spoon to feed themselves, and eat much of their cooked meal with their fingers. In addition, older pre-school children regularly kneel on their chairs, turning round in order to talk to the childminder. As a result, children do not learn how to use a knife and fork appropriately to eat their meal.

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

The childminder satisfactorily meets most of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage, in order to ensure children's care and well-being are adequately promoted. The childminder has a sound knowledge and understanding of child protection issues and the procedure to follow to protect children from possible harm. However, her knowledge of the maximum number of children she may care for is not secure. As a result, she regularly exceeds the maximum number of children aged under five years that she may care for; this is a breach of a legal requirement. While appropriate arrangements are in place to ensure the continued safety and general well-being of the children, this places additional demands on the childminder and impacts on the provision for children's learning and development.

Self-evaluation is not rigorous enough; consequently, strengths and weaknesses are not effectively identified and the childminder has an unrealistic view of some aspects of the provision. Systems to monitor the educational programme are emerging. Children's progress is tracked and is used to help identify any gaps in the educational programme. As a result, photographic evidence and written records indicate that children benefit from a suitable educational programme. However, weaknesses in the quality of teaching mean children's enthusiasm for learning is not fully supported because the childminder does not always engage and motivate them to make the best possible progress. The childminder works in partnership with parents, local nurseries, and other professionals, such as nannies who have previously cared for children in her care. The childminder uses targets identified by the nursery or nanny to help plan for children's future learning. She is aware of the importance of working with other agencies, such as speech therapists, to ensure identified children get the support they need.

Most records are well presented and appropriately maintained. However, records of children's attendance are not always completed; this means that it is difficult to monitor the number of children being cared for on the premises at any one time. This is a breach of a legal requirement. The childminder has devised a wide range of appropriate written policies and procedures which are shared with parents.

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 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

Unique reference number	EY454271
Local authority	Wigan
Inspection number	890122
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	6
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

