

Inspection date

10/05/2013

Previous inspection date

18/01/2011

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 freely access a wide range of interesting toys and activities continually set out in a stimulating playroom. This means that they can respond to their own interests and follow through their own ideas, and become enthusiastic, independent learners.
- Teaching is good overall. The childminder successfully uses her wealth of experience as an early years practitioner to make the best of opportunities for learning through both play and daily routines. This helps children to make good progress and to achieve well.
- Consistent routines and relationships result in secure attachments and tailored support for individual children. As a result, all children are happy and develop confidence.
- The childminder uses information from parents effectively to establish children's current interests and abilities in order to motivate their learning and to help them develop important skills in readiness for school.

It is not yet outstanding because

- The childminder does not always make the best possible use of methods to support very young children to develop their relationships with others. As a result, they are not consistently learning about how some behaviours affect the feelings and emotions of others.

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 care and learning routines in the designated playroom, kitchen and garden.
- The inspector reviewed children's records relating to the Early Years Foundation Stage, including development records and observations. Other relevant records and documentation were sampled.
- The inspector discussed the childminder's evaluation of her provision, viewed associated documentation, training records and plans for improvement.
- Parents' comments were taken into account on the day of the inspection using the childminder's service questionnaires.

Inspector

Angela Rowley

Full Report

Information about the setting

The childminder was registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one adult daughter, who is designated as an assistant, in a house in Standish, which is in the borough of Wigan, Greater Manchester. Parts of the ground floor are used for childminding purposes. This includes a designated playroom, dining/kitchen and toilet facilities. There is an enclosed garden for outside play. The childminder has one pet dog and, in addition, children are sometimes in contact with another small dog which belongs to her assistant.

The childminder attends a toddler group and activities in the community. She visits the shops and the local park on a regular basis. She collects children from the local school and pre-school. There are currently four children in the early years age range on roll and who attend for a variety of sessions. She also cares for children aged over five years. She operates each weekday, all year round, except bank holidays and family holidays. She holds an appropriate early years qualification at level 3.

What the setting needs to do to improve further

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

- extend the support offered to children to help them develop their relationships with others and begin to manage their own behaviour by, for example; helping children understand the feelings of others by labelling emotions, such as sadness, happiness, feeling cross or worried, and by modelling ways of noticing how others are feeling and comforting or helping them.

Inspection judgements

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

Overall, the childminder has a secure knowledge and understanding of how to promote the learning and development of young children. She provides a broad range of activities and experiences, which promotes children's development well. At an early stage they are able to think and follow through their own ideas, supported by the effective organisation of the resources in the setting. This is because the lounge is used as a designated playroom, which allows children to continually access a wide range of developmentally appropriate toys. Consequently, children are confident explorers and look for items of their choice to extend their play. They can make independent selections from labelled boxes and baskets stored accessibly. This means that they are able to respond to their own

curiosity and 'have a go' with the toys and equipment around them. As a result, their levels of engagement are very good and their levels of concentration are developing very well. For example, they show intrigue when they find a 'rain-maker' sound toy and instinctively experiment with the loud and quiet sounds it makes. They seek out particular items of interest, such as a toy bottle of milk to feed their doll, which extends their imaginative play ideas. They show a real interest in books and are keen to find and take books to their childminder to read. Cushions provide a comfortable, relaxing area in which they read together. As a result, children listen attentively and are engaged in the interactive stories.

The childminder promotes child-led learning very effectively. She skilfully observes children and uses her years of experience to its best effect, knowing when to allow children to find things out independently and when to intervene to challenge further learning. For example, when she notices children's interest in filling and emptying a container of coloured items, she waits to allow them to satisfy their own curiosity before naturally introducing some counting and colour recognition opportunities. She then models how to thread the items, which results in children persisting with a challenging task for an extended period. The childminder uses information from parents along with her observations to motivate children. Her responsive approach captures the moment very effectively. For example, children's interest and ability to use information and communication technology is significantly extended when they are keen to independently use a tablet to find, look at and talk about particular photos of pets from home. She uses children's increasing objection to nappy change times to its best effect in promoting their self-care by enabling children to put a nappy on their doll, reading associated stories and introducing talk about using the toilet. The childminder makes the most of daily routines to support opportunities for learning. For example, at mealtimes, very young children name and select the colour of spoon they want from a choice of two specifically tailored to assist with particular colour recognition, and at snack times the childminder effectively models initial word sounds, such as for 'apple', so that children hear words sounded out correctly and so that they are beginning to be introduced to early phonics. Their learning means that by the time they leave the setting, they are well prepared for school.

The childminder knows every child very well. She uses her continual observations of what they can do to automatically tailor the way in which she delivers activities and supports their play in order to promote their future learning and progress. She achieves this effectively through her responsive approach and by using, for example, monthly planning charts which help her focus on the next steps she will promote for each child across the areas of learning. This means that the childminder's provision for children's learning is well matched to their individual needs. She has regard to developmental assessment guidance and this means she knows that children are achieving securely. Some records of what children can do, in addition to the examples she comprehensively explains, demonstrate that children make good individual progress in her care. Parents receive daily information regarding children's learning and their progress, including, verbal information, texts, photographs and a detailed progress report at age two. This ensures they have information to contribute to the child's health visitor review and that they are suitably informed to continue their children's learning at home.

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

Children are happy and confident because of the consistent and often long-term relationships they develop with the childminder and her family. Time is taken to establish relationships at the start of their care and to obtain useful information from parents about children's care, medical needs and home backgrounds. As a result, the childminder is able to follow children's individual routines in the setting. She provides parents with a wealth of information, including policies, procedures and information about the Early Years Foundation Stage so they know how the setting operates.

Children's well-being is positively promoted because the childminder and parents work effectively together to discuss and plan for individual children's ongoing needs. This is supported by a daily diary exchange, which provides an effective communication tool, alongside observation notes from home. The childminder supports young children to develop good personal independence. At an early stage children become increasingly confident with self-care routines because facilities are accessible on the ground floor and they can freely wash and dry their own hands before meal and snack times. They are supported to reach the tap by use of a step, they use individual hand towels and post them in the laundry bin after use. After discussions with parents, the childminder promotes the use of drinking cups without lids and from an early stage children self-feed with competence. They are well nourished and eat fresh fruit and vegetables every day. The childminder provides daily outside play opportunities. Children thrive as they explore the large outdoor area, enjoying many activities. They run eagerly across the large expanse of grass to the seesaw they enjoy. They notice the effects of the wind on their windmills and talk about the potatoes they are growing. They can dig in sand, pour water and use wheeled toys, all of which help them learn in interesting and different ways. They use the small equipment in the garden with growing expertise so the childminder regularly visits local parks which helps to challenge their physical skills further. These well-promoted aspects of physical development are important for securing children's early understanding of healthy lifestyles.

Children feel safe in the setting and, consequently, they explore confidently and independently. They readily converse with all adults in the house, they ask for items they want and they engage the childminder in their play. For example, they pretend to make her drinks in the imaginary kitchen area. She knows each child so well that she anticipates what they will do next and she plans in advance to ensure their needs are immediately responded to. As a result, babies have a bottle very recently prepared and ready when needed, a pram ready set up for sleep time and time to have some individual attention, which results in beaming smiles. Secure routines help children know what is expected of them and, as a result, they behave in safe ways. For example, they climb carefully onto the sofa to read a story or to use the interactive tablet computer with an adult. The childminder uses developmentally appropriate messages about sharing toys and she uses children's interests very effectively to support distraction techniques at times when young children's behaviour becomes challenging and also when they are beginning to learn how to make relationships with others. However, she does not always support children to recognise how some behaviours affect the feelings and emotions of others in order to underpin their understanding further.

Steps to keep children safe in the setting are carefully considered. The childminder conducts daily checks of her secure and very well-maintained home. As a result, children operate independently in the highly stimulating playroom where they play with and use good quality equipment. The childminder also regularly takes children on trips out into the community, for example, to local toddler groups and to other childminding settings. These are carefully planned and risk assessed, and children have been visited by the local crossing patrol to help them learn about road safety. These carefully planned outings support children's understanding of the wider world and extend their social experiences. This helps them develop social confidence and helps to prepare them for their future transitions to nursery or school.

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

The childminder has a good understanding of the safeguarding and welfare requirements, which means her provision is safely organised and children are protected. All required policies and procedures are implemented and to underpin her understanding and share information with parents many are documented and updated as necessary. Records of children's attendance are maintained. 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 children's care. The childminder is fully aware of her responsibility to protect children and of potential indicators of abuse or neglect. She is clear about the local procedures and has all contact details should she have any concerns regarding a child in her care. She vigilantly checks the identification of visitors and keeps a written record. She has fully addressed a previous action which asked her to ensure that children are not left in the sole care of any individual who is not registered as a co-childminder or an assistant. She has since ensured that only the assistant known to Ofsted supports her in caring for children and she uses the assistant well to ensure that children's needs are effectively met. She has also supported her assistant to access training and development opportunities, such as, for safeguarding, first aid and food safety.

The childminder's wealth of experience and secure understanding of the learning and development requirements mean that children make good progress in all areas of learning. Her welcoming, extensively resourced and enabling play environment along with responsive processes for observation and planning support this. Since the last inspection she has reviewed her provision for children's learning in line with revisions to the statutory framework. She has begun to make more effective links between what she observes and what she provides in order to promote children's continual progression. She has also begun to use information from parents about children's current interests and their learning at home to motivate and continue their learning in the setting. For example, after being given a photograph of a child riding their new bike with stabilisers at home, the childminder has taken steps to purchase a more challenging bike for the setting. This demonstrates how she is continually reflecting and moving the setting forward both in line with regulatory changes and in response to children's individual needs.

The childminder is clearly aware of the benefits of working in partnership with others to support children's continuity of care and learning, for example, when also children attend the local nursery and school. The active partnerships developed result in good exchanges of information, which enable them to identify where children may need additional support. Children are also listened to and play a significant part in shaping the service. They are consulted about plans for outings and, for example, which fruit to have for snack. Since the last inspection, the childminder has begun to seek the views of parents to help her evaluate the quality of her provision. Service questionnaires received back indicate that parents are highly satisfied with the service they and their children receive and they consistently comment on the progress children make. The childminder evaluates her provision effectively and she knows children leave the setting as confident, independent learners who are ready for school.

The Childcare Register

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

Unique reference number	322851
Local authority	Wigan
Inspection number	890870
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	18/01/2011
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, 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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