

Inspection date	12/08/2013
Previous inspection date	18/05/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 skilled and knowledgeable and supports children's learning effectively. She understands how children learn best and provides them with a wide range of good quality resources. Consequently, children make good progress in all areas of development.
- Children feel safe and secure and develop strong, emotional attachments with the childminder who provides a caring and loving environment which effectively promotes their all-round well-being.
- Arrangements for safeguarding children are well embedded and clear policies and procedures are implemented consistently.
- Partnerships with parents and other early years providers are good. This ensures that children's learning is consolidated and that they are well supported in the transition process to other settings, including school.

It is not yet outstanding because

- Information gained from parents with regard to children's starting points does not always provide the childminder with the extremely detailed information she requires to help her to enrich the initial planning for children's future learning needs.
- On occasions, children's good listening and attention skills are compromised by background music and noise which sometimes distracts them as they play and engage in activities.

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 children's activities in the main lounge.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
The inspector looked at various documents including a sample of policies and procedures, planning, observation and assessment systems and children's individual learning records.
- The inspector took account of the views of a parent from a written questionnaire.

Inspector

Julie Kelly

Full Report

Information about the setting

The childminder was registered in 2002. She lives in Atherton with her husband and their two teenage children. The whole of the ground floor and the first floor, except for the main bedroom, of the childminder's house are used for childminding. There is a fully enclosed rear garden available for outside play.

There are currently six children on roll, four of whom are within the early years age group and two are school-age children who attend before and after school. The childminder also cares for children from age eight to 13 years. She is registered by Ofsted on both the compulsory and voluntary parts of the parts of the Childcare Register.

The childminder holds an early years qualification at level 3. She uses her car to transport children to and from school. Children are taken on outings on a regular basis, including visits to local toddler groups.

What the setting needs to do to improve further

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

- enhance the depth of information gathered from parents about children's learning and development on entry in order to further enrich the initial planning process, for example, by reviewing and extending information gathered in the 'All about Me' booklet

- build on children's already good listening and attention skills by keeping background noise to a minimum and using music for specific purposes.

Inspection judgements

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

Children thrive in this good quality provision and consistently demonstrate the characteristics of effective learning. Teaching is rooted in a secure knowledge of the Statutory framework for the Early Years Foundation Stage and a comprehensive understanding of how children learn. The childminder's practice is good and, in some instances, outstanding. As a result, children's individual needs are well met and they make consistently good progress in relation to their starting points. Children initiate their own learning through exploration and investigation and the childminder uses her skills, experience and knowledge to extend their learning and development. For example,

children are fascinated and squeal with delight as they find assorted objects in the box of shopping resources. They ask questions, such as 'What is this?' and 'What is this for?' When they find a fish they say, 'It's a shark, it can't see very well because it's got no eyes, someone has eaten them'. They have access to a broad range of good quality resources and challenging experiences to support their individual learning and development needs.

Partnerships with parents are strong and make a good contribution to meeting all children's needs. The childminder discusses children's learning with parents and shares observations and learning profiles with them on a regular basis. Parents share information with the childminder about their children's learning and are effectively supported to help their children's learning at home. However, there is scope to gather additional, detailed information from parents about children's learning and development on entry, in order to further enrich the initial planning process.

The childminder places high priority on helping children to acquire communication and language skills, and supporting their physical, personal, social and emotional development. As a result, children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning and school. For example, the childminder teaches children to share and take turns and cooperate with each other as they play. Children demonstrate high levels of confidence as they freely move around the environment and make independent choices about what they want to do. The childminder provides sensitive support to help children to achieve, which effectively builds their self-esteem. She encourages children to adopt a 'can do' attitude and uses words, such as 'wow', 'that's clever' and 'well done' to encourage them to persevere with tasks. Consequently, children gain a sense of pride in their achievements. Children settle quickly because the childminder works very closely in partnership with parents from the point of entry to gather information about children's likes, dislikes, routines and favourite activities.

The childminder helps children to develop their communication and language skills as she role models new words, such as 'croissant', 'omelette' and 'olive', and repeats phrases to extend their vocabulary. The childminder speaks clearly and capitalises on every opportunity to talk to children during their play and daily routines. She skilfully uses open-ended questioning techniques to encourage children to use language to express their thoughts and ideas. For example, she says 'Hello sir, can I help you?' and 'What would you like to buy?' as they engage in role play. As a result, children are confident communicators and many achieve beyond their expected levels of development in this area. However, on occasions background music distracts children from what they are doing and impacts on their listening and attention skills.

The childminder provides children with a wide range of opportunities, activities and experiences to promote their physical skills. For example, they develop large muscle control and coordination as they climb up steps to the slide and ride an assortment of wheeled toys. Children also attend a weekly 'Busy Bodies' session at the local Sure Start children's centre where they develop their physical skills through dance, active games and music and movement. Children develop their small muscle control as they press buttons on interactive toys, thread beads, lace cards and manipulate dough. This helps children to acquire the skills they need for writing.

The childminder completes comprehensive observations and assessments on children, covering all areas of their development. Each child has their own individual profile, which contains observations, assessments and lovely photographs to evidence children's learning. Starting points are assessed on entry and subsequent observations help the childminder to determine what children can do. The childminder considers children's individual interests and needs when planning activities and experiences, based on her comprehensive knowledge of children's prior learning. For example, she provides opportunities for children to develop their imaginative skills, understand mathematical concepts and extend their knowledge of technology as they play at 'going to the shops'. Children thoroughly enjoy their time at the childminder's home. They are eager to share their experiences as they talk, laugh and interact with the childminder during carefully planned, purposeful and challenging play activities. For example, they have a wonderful time as they develop their imaginative skills through their interest in 'super heroes'.

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

The caring and sensitive nature of the childminder means that children form secure attachments and their emotional well-being is consistently supported. Children spend quality one-to-one times with the childminder engaging in activities, such as sharing books, engaging in small world play and building towers with stacking containers. There is a clear bond between the childminder and the children as they laugh, talk and play together. The childminder is full of fun and children are clearly interested, excited and motivated by her enthusiasm. Children are eager to share their experiences with the childminder and talk freely about their home and family during their play. Consequently, children develop a strong sense of self-confidence and self-awareness.

The childminder teaches children to be aware of the importance of healthy eating as she provides them with nutritious snacks and encourages them to try new foods and textures. Their good health and self-care is securely embedded as they attend to their personal needs. For example, children are independent as they self-select resources and manage their own personal needs in readiness for school. The childminder role models good hygiene practices and ensures that surfaces, floors and resources are maintained and cleaned to a high standard. Children learn about the importance of washing their hands after using the toilet to remove germs. They have daily access to outdoor play to access regular fresh air and exercise. In addition, children access the local park where they benefit from the large open space that gives them the freedom to run around. The provision of quiet, cosy areas within the indoor environment give children opportunities to rest and relax. As a result, children's health and hygiene are successfully promoted which, in turn, has a positive impact on their physical and emotional well-being.

The childminder helps children to manage their behaviour as she explains about sharing, distracts children with other resources and talks about feelings. She is fully aware of the need to manage behaviour at an appropriate level that is relevant to individual children's ages and stages of development and their level of understanding. Older children understand the 'house rules' and, as a result, their behaviour is consistently good. The childminder teaches children about keeping themselves safe, both within the home and when on outings. For example, she gently reminds children not to climb on furniture

because they might fall. Children learn the importance of wearing appropriate seat belts when travelling in the car and road safety procedures when out walking.

The arrangements for supporting children as they move from home to the provision are carefully planned with parents, to meet each child's individual needs. The childminder follows parents' wishes regarding children's sleeping arrangements and she monitors children to ensure they are safe and comfortable while sleeping in a cot upstairs. Through close links with parents, changes are discussed and plans updated to reflect alterations in the child's overall development, especially across the prime areas of learning. As a result, children very quickly adapt to the environment and daily routines and confidently form new friendships. Children engage in challenging and motivating tasks and develop a good level of emotional security. This means they can make the best of all activities in preparation for the next stage in their learning.

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

The childminder oversees the educational programme and ensures it is effective so that children have access to a broad and balanced curriculum that covers all seven areas of learning. She monitors observations and assessments and reviews children's learning records to ensure they accurately reflect children's learning and progress. The childminder uses this information to maximum effect, which enables her to plan successfully for the next steps in children's learning. Consequently, the childminder can quickly identify any gaps in children's learning and seek appropriate intervention if necessary. As a result, all children consistently make good progress towards the early learning goals.

The childminder has a good knowledge and understanding of how to protect and safeguard all children and regularly updates safeguarding training to ensure her knowledge and understanding is kept up-to-date. She is fully aware of what to do and who to contact if there are any child protection concerns. Parents have access to organisational policies and know the procedure to follow should they have any concerns about the childminder or her associates. Her behaviour and conduct is highly professional and children's safety and well-being is at the heart of her good practice. Children's safety is further enhanced through the implementation of rigorous risk assessments and daily checks of the indoor and outdoor environment. Furthermore, the vigilance of the childminder, consistent supervision of children combined with good adult to child ratios, and security systems, such as locks on doors and gates, ensure that children are kept safe at all times.

The childminder is enthusiastic, dedicated and fully committed to caring for children. She has high aspirations for the quality of the provision and is committed to providing children with high quality care and education. Systems for self-evaluation are good and parents' views are sought through the implementation of questionnaires. All recommendations made at the last inspection have been addressed. For example, records now include information about who has legal contact with children. The childminder clearly identifies the strengths and weaknesses of the provision. She consistently prioritises areas for improvement that target those changes that will particularly improve children's

achievements over a sustained period of time. For example, she is currently in the process of enhancing the outdoor environment by installing artificial grass. This is so that children can use the area for ball games in all kinds of weather. The childminder demonstrates a strong commitment to her own professional development and improving her knowledge, understanding and skills. She is an experienced early years practitioner who is proactive at seeking guidance, information and advice. The childminder welcomes and embraces new ideas and examples of good practice she learns from the local lead childminder and local authority.

The childminder has a secure understanding that working very closely with parents has a positive impact on children's learning and development. Children's learning records are shared with them and they access a broad range of information in the form of daily conversations and newsletters. Arrangements for working with other early years providers, such as local schools and nurseries, are in place to provide effective continuity and consistency for children's individual care and learning. For example, the childminder and nursery staff discuss children's progress and share their learning records. The childminder prepares children well for their transition to the next stage in their learning and school as she takes them on regular visits and talks to them about new teachers and what they will do at school. As a result, children develop their self-confidence and become familiar with the school environment which supports them to experience a smooth transition process. The childminder has not yet had reason to make relationships with external agencies. However, she fully understands the need to work in close partnership with them to ensure children receive the appropriate intervention and support they need to help them reach their full potential.

Parents are very happy with the service and the care and education their children receive. They comment that their children have made good progress in their learning and development; they are appreciative of the childminder's professional approach to her role and would recommend her highly to their friends and family.

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	EY242929
Local authority	Wigan
Inspection number	925254
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	18/05/2011
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

