

Inspection date

Previous inspection date

27/09/2013

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 form secure attachments with the childminder, who provides calm, nurturing support. This enables children to develop a secure trusting relationship with her.
- The indoor and outdoor child-focused learning environment provides stimulating activities that engage children and builds on their interests. This is complemented by a good range of toys and resources to keep them motivated.
- Partnerships with parents and others who are involved with the families ensures that children receive relevant support and continuity in their learning and development.
- The childminder adapts her skills dependant on children's individual needs to ensure that all children are included and those who have English as an additional language are actively engaged in learning.

It is not yet outstanding because

- Self-evaluation is not always clearly showing how improvements to the setting are having an impact on the very good learning outcomes for children.
- Young children are sometimes not always given enough opportunity to repeat words during activities to enhance their rapidly developing spoken vocabulary.

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 and spoke to the childminder at appropriate times during activities in the conservatory, dining area and rear garden.
- The inspector looked at children's learning journals, planning documents, comments on assessments and a selection of policies and required documentation.
- The inspector was unable to speak to parents during the inspection but took account of their views provided through written questionnaires and comments on assessments.

Inspector

Julie Firth

Full Report

Information about the setting

The childminder was registered in 2013. She lives with her husband, who is a registered childminder and two children aged eight and five years in the Tyldesley area of Wigan. Both have equal responsibility for the childminding practice. The whole of the ground floor is used for childminding, which includes the lounge, dining kitchen and conservatory. Access is also provided to the first floor bathroom and to children's bedrooms, which provide additional space for older children. There is an enclosed garden for outside play. The family have pet rabbits and a guinea pig.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is open everyday, Monday to Friday, all year round. The childminder has four children on roll, who are in the early years age group. She takes children to and from the local nursery and primary school. She attends groups and visits local parks with children. The childminder supports children with English as an additional language.

What the setting needs to do to improve further

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

- provide children with more opportunities to extend their very good speech and language development by asking them to repeat words during activities
- develop the evaluation systems to clearly show how the very good improvements made support long-term achievements and outcomes for children.

Inspection judgements

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

The childminder provides a good range of activities and experiences that interest children and cover the seven areas of learning. She has a secure knowledge of how to promote the learning and development of young children. She completes regular observations and assessments on children and uses these effectively to plan stimulating challenging activities to ensure that they make good progress in their learning and development. Colour coded assessments in their learning journals indicate where children are in their development and how quickly they are making progress. Furthermore, parents can access

and add their comments if they wish, to enable them to contribute to their children's learning. Both the childminder and the co-minder plan their time well to ensure children in their care receive quality one-to-one support to enhance their learning in areas that may require further attention. She gets to know children's likes and dislikes quickly when they first arrive in her care, which forms a good base for children to engage in a good balance of child-initiated and adult-led activities. She ensures that children's individual needs are linked to short term planning and observations have clear aims to enable her to challenge children's learning. Furthermore, she completes the progress check at age two and shares this with the health visitor and parents, so they know children are making good progress.

The childminder encourages children to be independent as they tidy away the toys and feed themselves with a spoon. She encourages them to have a go at all the activities she plans during the day. For example, she helps young children to walk and allows them to work around the furniture and takes great delight when they take small steps. Children enjoy books and readily find their favourites, either to look at themselves or to read with the childminder. They can recall a story and the childminder encourages them to make up their own stories, further promoting their imaginary skills. The childminder is skilful at extending children's thinking and language development by asking questions, such as 'Show me the red brick' and they learn to count throughout their daily routines. She listens carefully to children's answers and introduces new words through the use of flash cards. However, there is more scope to ask children to repeat words during activities, this means their speech and language development is sometimes not as well promoted as possible.

Young children enjoy playing in the outdoors, displaying great concentration as they make pretend cakes in the sand pit. This enhances children's motivation in readiness for school. Praise and encouragement are continually provided and as a result, children are becoming confident and happy to persevere. For example, the childminder supports them in finding the next piece for a puzzle and encourages them to turn the piece around so that it will fit. Children have opportunities to learn to use tools, such as scissors, as they cut out paper during a craft activity. They become engrossed in their play as they pull levers and press buttons on musical toys. Furthermore, children have access to natural materials when they access items from the treasure basket and paint during arts and design. Children have good opportunities to roll and jump on the trampoline to promote their physical skills.

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

Children's individual needs are met because they are happy, settle very well and form close relationships with the childminder. Flexible settling-in procedures support children's transition from home, so that they become secure in the childminder's care. She organises her time well to pick up children from the local school and liaises with teachers to ensure children's transitions to school go well.

Children enjoy their time with her and the co-minder and she acts as a positive role model reminding children to be kind to each other. Both childminders have key children to enable them to focus well and offer one-to-one support to their individual children. They work very closely with parents to ensure all children's needs are known and met. Children are

very well behaved and play well, both individually and alongside others. This is because the childminder shows a great interest during their play and has clear boundaries, which children follow. When visitors arrive, children show good independence and self-confidence as they separate from the childminder.

The learning environment is organised well to promote children's independence. A good range of resources are stored in low-level crates and as a consequence, children can move freely and help themselves to toys which are of particular interest to them. For example, children pick their favourite cars or find a board game to share with the childminder. Children develop a positive awareness of diversity, through a range of related activities and resources, such as books and puzzles. Children of French origin are well supported through clear prompts throughout activities. She strives hard to enable them to become included in all activities and works closely with the family, which enables their children to gain confidence to communicate with their peers.

The childminder makes very good use of the local area, ensuring that children have daily opportunities to play and engage in physical play outdoors. For example, they visit the local park and learn to play and balance on climbing frames and the fixed equipment. The well resourced rear garden gives children a wealth of opportunities to play in the sand, water and to ride on wheeled toys. Consequently, children learn the importance of physical exercise and daily fresh air as they have free flow from the conservatory area to the garden. Children are provided with healthy food and drinks because the childminder is committed to encouraging them to try new things. She provides a good range of nutritional homemade foods. As a result, children are beginning to understand the importance of healthy eating. Children are protected from the risk of cross-infection, as the childminder follows strong hygiene practices. The childminder helps children to understand how to keep safe, for example, emergency evacuations have been practised with them to enhance their ability to cope in an emergency.

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

Children are safeguarded well and protected from harm because the childminder has a good understanding of possible signs of abuse. She fully understands the importance of quickly accessing help and advice should she become concerned about a child's welfare and she knows how to document concerns accurately and effectively. She has a good understanding of the Common Assessment Framework as she works alongside social workers to meet the individual needs of the families. This helps to ensure children are protected from harm or neglect. The childminder undertakes risk assessments and maintains a safe and secure building. Any visitors to the house are asked to show some identification and sign in to the daily record of people present in the home. She is aware of the need to be vigilant when on trips out and has written risk assessments for all types of outings. The childminder fully understands the importance of building partnerships with parents. Questionnaires show that parents are very happy with the service provided and give particular praise to the loving and supportive relationships the childminder and her co-minder build with children. Written policies are shared with all parents, which give them

a further insight into how their child's care is organised.

The childminder has a strong understanding of the Early Year's Foundation Stage. She promotes the development of children in her care through the effective planning of activities, which stimulate children and build on their individual interests. She tracks children's progress, so that she can identify any gaps in their learning. She understands the importance of early intervention and knows how to request additional support for children, if it is needed. As a consequence, children are making good progress across all areas of their learning. Her good skills, obtained from attending a wealth of recent training, alongside the good knowledge of her co-minder, who has previously worked in childcare, enables them to work well together to ensure any good ideas are embedded within their short-term planning. She regularly monitors children's development with the co-minder to ensure they are developing in line with, or exceeding the developmental milestones for their age in some areas of their learning in a short time. She displays a great enthusiasm in her childminding to enable children to mix with her own children within the family environment.

The childminder works with the local authority and acts immediately on the advice they give to her. The childminder speaks to the classroom teacher of the local school, where children from her setting attend. The detailed written summary she shares with the local school on transition gives teachers a robust report on where children are up to in their development. This enhances learning and consistency to fully support children's learning in the Early Years Foundation Stage. The childminder is giving thought to the setting's strengths and areas for improvement and includes children and parents by encouraging them to talk about what they would like to happen. During discussion she speaks of reorganising the conservatory area to allow more space for children to move freely around and access their toys and a quieter area for children to eat and chat to their friends. However, she has not reflected on how well this has enhanced children's learning in their physical and social skills to ensure changes give them maximum benefit.

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	EY460305
Local authority	Wigan
Inspection number	912918
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	12
Name of provider	
Date of previous inspection	not applicable
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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