

Inspection date

Previous inspection date

25/09/2013

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 are settled, motivated and keen to explore and learn. They have positive attitudes to learning and are helped to gain the skills required in readiness for their progression onto new situations.
- Children make good progress in their learning because the childminder completes regular observations and assessments of them as they play. The next steps in their learning are clearly identified.
- The childminder establishes positive partnership working with parents and this helps ensure she knows children well and effectively meets their individual needs.
- The safeguarding and welfare requirements are well met, therefore children's safety and welfare are assured.

It is not yet outstanding because

- The childminder does not always maximise the benefits of giving children sufficient time to think about ways to do things to solve problems for themselves.
- The playing of the background music does not maximise children's developing listening and attention skills when they are involved in play and story time.

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 designated indoor and outdoor play areas and viewed the resources and equipment available to the children.
- The inspector spoke with the childminder at appropriate times during the inspection and while observing children
- The inspector looked at a selection of documents, including children's records, planning, policies and procedures.

Inspector

Jean Thomas

Full Report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children aged four, six and over 16 years in Orrell, Wigan. The childminder uses the whole of the ground floor and the rear garden for childminding. The family have two cats as pets. The childminder attends a toddler group and visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools. There is currently one child on roll in the early years age group who attends for a variety of sessions. The childminder is open all year round from 8.30am to 5.30pm Monday to Friday, except for family holidays.

What the setting needs to do to improve further

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

- give children sufficient opportunity to find ways to solve problems and complete tasks themselves to further enhance their developing critical thinking
- limit playing music for specific activities and not as a background sound to fully promote children's listening and attention skills.

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 and develop through play. Children are supported to become active learners as they have free access to a broad range of play materials and resources that suit their stage of development, interests and offers increasing levels of challenge. The children have time to play at their own pace, in a relaxed manner and to return to resources to practice skills. For example, children select paper and pencils and draw around their hands with increasing control. They later return to the writing materials to make marks reflecting their understanding that writing carries a meaning. The childminder knows the children very well and accurately assesses their stage of development to plan appropriately for their next stage of learning. Parents are actively involved in their children's learning. They review their progress regularly and contribute to their child's learning and development record. The sharing of this information provides parents with guidance to continue learning at home. The partnership working with parents promotes continuity and significantly impacts on children making good progress in relation to their starting points. Children are also involved in their learning records and enjoy looking at their own work and talking about their achievements. The

childminder demonstrates a good understanding of her responsibility in completing a progress report for children aged between two and three years.

The childminder places a strong focus on helping children to develop their communication and language skills and supporting their physical, personal, social and emotional development. Consequently, children are acquiring the skills to prepare them for their next stage of learning. The childminder consistently speaks very clearly to support children's language development. She engages the children very positively in conversations. This good practice provides opportunities for them to express themselves, to share their interests and extend their growing language and communication skills very well. As they play a jigsaw game together the childminder asks questions and encourages children to describe the textured surfaces of the jigsaw pieces. Children describe the rough surface as 'it tickles my fingers'. There is a sense of fun and they laugh as they play together. However, on occasion the childminder does not give children time to find ways to solve problems themselves and she sometimes completes tasks for them. Children show an interest in books. They select their favourite books and inform the childminder that they are going to read the story. This is a cosy time when children snuggle up to the childminder as they hold the book to narrate the well-known story. The childminder models being a good listener and asks questions to promote children's mathematical skills and growing awareness of numbers and counting. However, the practice of the playing background music during play and story time does not maximise opportunities to promote children's listening and attention skills.

The children have many opportunities to be creative and to express their own ideas through role-play, art and craft activities. Children's play demonstrates their awareness of feelings as they show care and attention to the dolls. They incorporate their life experiences into their play as they prepare to change the doll's nappy. The role-play resources introduce children to the everyday technology as they use the play iron and cooker. Children's skills in using technology progress to become competent in controlling the mouse to operate a computer programme. These programmes are selected by the childminder to further support aspects of children's learning, such as numbers, shapes and colours.

The childminder values outdoor learning and provides a varied range of resources in this environment to stimulate children to play in different ways. For example, children are creative as they introduce natural materials including stones and shells to represent food in their outdoor role play. Children benefit from first hand experiences of the natural world. For example, they grow plants from seeds, go on bug hunts and study the insects they find and feed the ducks in the park.

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

The childminder provides a comfortable environment where children's emotional well-being is well supported and nurtured. She is attentive to the children's needs in a warm, caring manner. Children demonstrate through their actions that they feel settled and safe. The good settling-in procedures tailored to each child's needs means that the transition

between home and the childminder's care is a positive experience. Prior to the arrangement starting, information is gathered from parents about children's individual care requirements and preferences. As a result, children's individual needs are well met.

Children learn about safe behaviour through daily experiences. For example, the childminder asks them to put away some toys so they do not trip over and hurt themselves and to sit whilst eating. Children happily respond to these requests. The childminder teaches the children about kindness and respect through the positive example she sets. The childminder is a positive role model for children's behaviour. She consistently talks to children in a respectful and gentle manner. Good behaviour is encouraged through praise and guidance given about acceptable and unacceptable behaviour. The childminder has resources which reflect the diversity of society, and outings in the community help children to observe, identify and respect people's differences. The childminder provides opportunities for the children to play with a larger group of children through attending toddler groups. Consequently, children are making relationships and developing their social skills in preparation for later transitions into nursery or school.

The childminder helps children to develop an awareness of a healthy lifestyle through their daily routines. They enjoy healthy snacks and nutritious meals prepared by the childminder. Fruit and vegetables are incorporated into the daily diet. The childminder is registered with the Foods Standards Agency and follows their guidance to help safeguard children from any food related risks. The childminder teaches children to develop their self-care skills, such as, the importance of washing their hands before eating and after having contact with animals. Routines and planned activities encourage children to enjoy being physically active. Children have good opportunities to enjoy exercise, develop their physical skills and play in the fresh air. They play in the childminders outdoor environment and enjoy outings to local parks and woodland.

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

The childminder demonstrates a good understanding of her responsibilities to meet the requirements of the Statutory framework for the Early Years Foundation Stage. Observations and assessments are accurate, precise and effectively demonstrate children's learning and development. The childminder monitors her routines and planning in order to meet children's learning needs through a broad and balanced range of experiences and activities that cover all seven areas of learning. 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 relevant contact details, should she have any concerns regarding a child in her care. The childminder ensures she is always close to the children to ensure good supervision for their safety. Her home is a safe environment for children and she ensures that they are also safe when on outings. Risk assessments are documented to help her monitor potential risks. Records are maintained as legally required for children's well-being.

This is the childminder's first inspection since registration. She values contact with other

childminders to help quality assure her provision. The childminder has developed her self-evaluation systems to identify strengths and areas for improvement. Targets are set to promote the continuous improvement of the provision.

The childminder is committed to partnership working to help her meet children's individual needs. She strives to provide a welcoming environment for parents where they have regular opportunities to exchange information with the childminder. She shares her written policies and procedures with parents to make them aware of her practices. Parents express their great satisfaction with the provision. They comment that the childminder supports children's learning and development very well. The childminder has implemented procedures to work with other childcare providers to promote continuity and progression in children's learning and development.

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	EY460634
Local authority	Wigan
Inspection number	912032
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	1
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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