

Inspection date	27/09/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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

- The childminder effectively adapts his teaching strategies dependent on children's individual needs and personalities to ensure all children are included and actively engaged in learning on the premises and when out on trips.
- The well-resourced learning environment and planned activities provide many opportunities for children to make good progress in their development.
- Children build secure attachments with the childminder because he provides a good safe, friendly and secure environment where children settle quickly and are prepared for their next stage in their learning.
- There are strong partnerships with parents and others who are involved in the care and learning of the children. This ensures that children receive relevant support and consistency in their learning and development.

It is not yet outstanding because

- There are sometimes few natural materials in the environment. Therefore, children's sensory development is not developing as quickly as other areas of their learning.
- Self-evaluation is not always clearly showing how improvements to the setting are impacting on the very good learning outcomes for children.

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 the children and spoke to the childminder at appropriate times during activities in the garden, the conservatory and dining area in the home.
- The inspector looked at children's learning journal books, planning documents, children's records, a selection of policies and required documentation.
- The inspector was not able to speak to parents during the inspection and took account of their views provided through questionnaires, and comments in children's learning journals.

Inspector

Julie Firth

Full Report

Information about the setting

The childminder was registered in 2013 and lives with his wife who is also a registered childminder and two children aged seven and five years. Both childminders have equal responsibility for the childminding practice. The whole of the ground floor is used for childminding purposes. This includes the lounge, the conservatory and the kitchen/dining area. The bathroom and toilet are on the first floor. There is a large rear garden available for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is open every day, Monday to Friday, all year round. The childminder has four children on roll in the early years age group. The childminder takes the children to the local park and trips out in the local community. He collects children from the local primary school and receives support from the local authority. 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 more opportunities for children to develop their very good sensory skills by giving them access to more natural materials
- review self-evaluation procedures to clearly show how improvements made in the setting have an impact on children's very good learning and development.

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 to promote the learning and development of young children. He provides an interesting and challenging variety of activities, which cover all aspects of children's learning and interests and development. He completes regular observations and assessments on the children in the short time he has been caring for them. Accurate tracking in their learning journals indicate where children are, in their development and how quickly they are making progress. The identification of children's next steps enables the childminder to plan for future development. He is collating observations of his key children to add to the required 'progress check at age

two'. This results in children making, mostly, good progress across all areas of learning.

Children confidently and independently access resources of their choice and are very well supported by the childminder as they initiate their own play. For example, the childminder encourages children to take a book, which encourages them to sit together with him. This also results in children concentrating for longer periods in preparation for school and indicates that they show sustained interest in their chosen activity. Children enjoy daily opportunities to sing rhymes and benefit from a print rich environment. They make marks in the sand and learn to use a crayon to draw a picture on paper. Children learn about the sounds of their name and speak of the childminder's family names when at home with their parents. The childminder is skilful at extending children's thinking by asking questions, such as 'how high can you jump on the trampoline?' As a result, children try harder to stretch their bodies. He listens carefully to children's answers and is starting to introduce new words to extend vocabulary. However, although children take part in messy play, there is scope to provide more opportunities for them to access natural materials to help them develop their sensory skills and overcome their reluctance to play in this area.

The childminder organises stimulating play activities, such as arts and crafts. For example, children use glue and scissors to make a collage, which reinforces their fine motor skills. Children have opportunities to travel to places of interest. This enables children to learn about the wider community and environment. Children ask to extend these activities when they return to the premises. They enjoy counting the skittles giving them an awareness of numbers and playing with the dolls in the home corner, which promotes their imaginary play. The childminder shares regular detailed information with parents about their children's learning, which informs their starting points. There are many ways for them to contribute to children's learning and make comment about their assessment, which means they are fully involved in supporting their ongoing progress.

The childminder ensures children have good opportunities to play outdoors. For example, they visit the local park and use the rear garden. Children learn to climb and balance on the large equipment and peddle on the large variety of wheeled toys. Furthermore, the childminder places toys around the room, which helps children to pull themselves up and learn to walk. These activities all contribute to their good physical development.

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 his care. Children enjoy their time with him and he acts as a positive role model reminding children to be kind to each other. The childminder is consistent and calm and, therefore, children develop strong bonds and attachments with him. He encourages them to quickly become familiar with his own children and settle very well in a friendly home. Furthermore, he works closely with outside agencies and parents to ensure that children are fully included according to their needs. Parents praise the settling-in process and feel very content leaving their children with the childminder. The childminder also works closely with teachers at the school and

this helps children make a smooth transition to school.

Children's personal, social and emotional development is well promoted. Praise and encouragement are continually provided and, as a result, young children behave very well. Furthermore, the childminder distracts them to another activity if a dispute arises. He shows interest during their play and has clear boundaries and house rules in place. He encourages young children to share toys with each other. Furthermore, they give each other a hug and pass toys to each other if one gets upset during play. 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. Furthermore, the childminder encourages children to use finger foods and help to tidy away from an early age. They develop a positive awareness of diversity, through a range of related activities and resources, such as, books and puzzles. Children with English as an additional language are well supported through clear prompts throughout activities, in their home language. This enables them to become confident to communicate with their peers.

The garden enhances children's learning. Free flow from the conservatory to the garden area gives children further opportunities to play in the fresh air as they count the ducks sitting in the paddling pool. This helps children learn the importance of a healthy lifestyle. The well planned environment ensures children feel valued, safe and secure. Consequently, children demonstrate a very strong sense of belonging as they move purposefully around the whole ground floor, making informed choices about how and where they spend their time. Care needs and routines are fully discussed and agreed with parents prior to admission, as a result, children benefit from consistent care that meets their individual needs. Children are very well supported during activities by the childminder, which helps them to become familiar with their new surroundings.

The childminder risk assesses his home and minimises any potential risks. Children take part in regular fire drills, which helps them learn to be safe in an emergency. This means that children can play and grow in a safe and secure environment. The childminder also takes time to consider the potential risks when he is out with the children and helps them to understand the dangers when they walk home from school or attend the local park. Furthermore, visitors and extended family are slowly introduced to the children and he explains why they are there. Posters in the setting show healthy foods and demonstrate good hand-washing practices, which are reinforced through daily routines. Furthermore, the childminder asks parents to bring a toothbrush for their child so they can brush teeth after meals. He and the co-minder carefully plan nutritious homemade recipes, which enable children to try out different foods. Children are protected from the risk of cross-infection as the childminder is vigilant about hygiene practices.

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

The childminder is committed to offering good quality of care for children and their families. He has a good knowledge and understanding of the Early Years Foundation Stage and is providing good learning opportunities with a strong emphasis on the prime areas of development. He monitors assessment and planning procedures, ensuring that they accurately record children's abilities and progress. Children are developing in line with, or exceeding the developmental milestones for their age in the short time they have been attending. He fosters successful relationships with parents and actively seeks their feedback through conversations and asks them to make regular comments on their children's progress. Parents show great satisfaction and make positive comments about the good care and progress that children make.

The childminder 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. His good skills, obtained from attending recent training, alongside his previous experience of working in childcare, are reflected well in his practice. This enables both childminders to work well together to ensure any good ideas are embedded within their short term planning. He regularly sits with the co-minder to highlight any gaps children may have in their learning to enable them to plan for individual children throughout adult and child-led activities.

Children are safeguarded well and protected from harm because the childminder has a good understanding of possible signs of abuse. He fully understands the importance of quickly accessing help and advice should he become concerned about a child's welfare and knows how to document concerns accurately and effectively. He fully understands the Common Assessment Framework process and works closely with social services. This helps to ensure children are protected from harm or neglect.

The childminder works with the local authority and acts immediately on the advice they give to him. The childminder speaks to the classroom teacher of the local school where children from his setting attend. The detailed written summary he sends to school on transition gives teachers a robust report on where the children are in their development. This enhances learning and consistency to fully support children's learning in the Early Year's 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. However, he is not always fully reflecting on the impact of any changes he makes to enhance the setting. For example, during discussion he speaks of re-organising the conservatory area to allow more space for children to move freely around and access their toys. Furthermore, he has recently changed the dining area to enable children to eat amongst their friends. However, he has not reflected on how well this has enhanced children's learning in their physical and social skills to ensure they get the best results from the changes. The childminder organises his time effectively to pick up young children from the local school and offers children a good routine day. He and the co-minder work very well together to ensure children are safe and make good progress in a stimulating environment.

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	EY460307
Local authority	Wigan
Inspection number	912919
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	4
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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