

Inspection date

13/08/2013

Previous inspection date

21/01/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 have excellent opportunities to learn about healthy lifestyles through finding out about growing plants and eating healthy foods.
- The childminder develops warm, caring relationships with the children, who she knows very well.
- The childminder has a confident knowledge of the Statutory framework for the Early Years Foundation Stage and a good understanding of how children learn. Children's development is, therefore, well promoted through daily play opportunities and structured activities.
- The childminder has built effective relationships with other providers of the Early Years Foundation Stage in order to ensure consistency of care for the children.
- Children's individual needs are well catered for. This is because the childminder works well with parents from the beginning. She fully respects their wishes and maintains appropriate contact with them to meet their child's care and learning needs.

It is not yet outstanding because

- The childminder does not always use every opportunity to talk to children about all aspects of how to keep themselves safe to effectively support their very good their learning. For example, how to play safely on equipment.

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 childminder and children as they participated in play activities.
- The inspector viewed all of the childminder's documentation
- The inspector took parents' written comments into account.
- The inspector talked with the childminder at an appropriate time.

Inspector

Joanne Ryan

Full Report

Information about the setting

The childminder was registered in 1991 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children and grandchild aged one year in a house in Atherton. The whole of the ground floor and the rear garden are used for childminding.

The childminder attends toddler groups and visits the shops and parks on a regular basis. She collects children from the local schools. There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- use every opportunity to talk to children about all aspects of safety in their play to even more effectively support their understanding.

Inspection judgements

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

The childminder works with the parents before each child starts, by completing a very detailed 'all about me' booklet. This enables parents to share their children's needs, routines and what they enjoy and do at home. The childminder takes this forward to support the children to settle-in, and provide resources and experiences they feel familiar with. The childminder regularly observes and assesses the children and these are recorded in their individual learning files. This information enables the childminder to identify the next stages in children's learning, relevant to their needs and abilities. This is used effectively to plan for each child, so they continue to make expected ongoing progress. Children's learning files are accessible to parents at all times, along with the summary report of their children's progress and plans for their progress. These records provide regular updates for parents, to enable them to support their children's learning at home.

Children are developing a very good understanding of the world as they grow different fruits and vegetables in the garden area, such as, strawberries and tomatoes. They water them to make them 'grow' so they can eat them. This is followed up by the children making charts of the fruits and vegetables they enjoy the most which promotes their mathematical awareness. Children monitor caterpillars and look for the changes and are keen to see them become 'butterflies'. As a result, children's interests are successfully

extended, because they are actively engaged and motivated in what they do through first hand experiences. The childminder creates photograph books for the children to reflect back on the different experiences they have been involved in. Children are eager to talk about the wide range of activities they have engaged in.

The childminder provides opportunities for children to investigate different materials and textures, such as, paint and glue. Children respond with enthusiasm as they use their hands to explore the paint and make marks. The childminder offers good support to children, for example, helping them to fill the pot half way, which promotes their mathematical awareness. Children particularly enjoy these hands-on activities and often become absorbed in their exploration as they create fish and creatures from under the sea. The childminder encourages children to use spoken language in different ways by engaging them in conversation. She introduces children to new words like 'Octopus', modelling speech clearly, so that children learn the correct pronunciation when copying these words. Children use language to describe what they are doing, to ask questions and to make comments. Therefore, they are well prepared for school.

The enclosed garden provides outdoor learning experiences for the children as they can make marks on the chalk boards outdoors and build dens. They do this by using a range of materials, which promotes their creativity, imagination and social skills as they work together. The childminder has created photo cards for the children to use when they want to undertake an activity, such as making play dough. The children then follow the picture instructions and can undertake the task independently.

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

The childminder provides a comfortable, homely environment where children quickly settle and develop a real sense of belonging. The wide range of information the childminder gathers from the parents upon entry supports a smooth transition into the setting. The play area is decorated with examples of children's pictures and photographs of them taking part in different activities. There are letters and numbers displayed to encourage children's awareness. The childminder praises children enthusiastically and this boosts their self-esteem. Children's behaviour is good, as they are fully engaged in their activities. They learn to play alongside each other and share resources. These skills prepare children well for the next stage in their learning.

Children develop strong relationships with the childminder and quickly gain self-confidence and learn to make their own decisions, for example, about their choice of activity. The childminder deploys herself well and provides good supervision for the children while offering them independence. Children are clear about the activities they want to join in with and the childminder supports the decisions the children make. The children are going on a visit to the farm and choose to build a farmer's den and play with the resources. This supports this theme and children explore their own ideas and build confidence in their own abilities.

Children enjoy a wide variety of healthy meals, made with fresh ingredients, which include

foods from different countries. Children have many opportunities each day to enjoy outdoor play and benefit greatly from joining in physical activities in the fresh air. The childminder consistently reinforces good hygiene procedures, such as hand washing. As a result, children know they need to wash their hands before snack and meals and they are beginning to learn how they can keep themselves healthy. The childminder generally talks to children about safety to support their understanding through day-to-day activities. For example, by reminding them to be careful as they climb up to sit on a chair. However, there is scope to develop the children's understanding of safety further by using every possible opportunity to discuss risks and their possible consequences with the them.

The environment is stimulating and well-resourced, indoors and outdoors, providing children with a wide range of resources. The childminder has developed resource boxes for particular areas of learning. For example, she has a phonics box with a range of resources in, such as magnetic pictures, which children select and say the initial sound of. Effective transition arrangements are in place when children move to school. The childminder meets with the teacher and shares the children's observational assessment records and takes the children on visits to familiarise them with the new setting.

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

The childminder shows a good understanding of the learning and development requirements. She is very committed to promoting quality provision for children and their parents. The childminder has worked hard since her last inspection to initiate improvements and to develop her own professional knowledge and skills. She has completed a formal childcare qualification, along with numerous complementary courses which have supported her in developing a very good knowledge and understanding of the learning and development requirements. She has initiated good planning and assessment systems, which results in consistently high standards of care and learning opportunities within the provision. Her comprehensive monitoring of children's progression and the educational programme means that they are offered continual challenges.

The childminder has developed good links with the nursery, sharing and gaining information from them to support children's learning and development and promote consistent care. Partnership with parents is strong and they value the service the childminder provides. In the questionnaires they complete to evaluate the service they comment, 'the childminder has a loving home where my children feel safe and secure'.

The childminder has a secure knowledge of child protection. She has a good understanding of her responsibilities and is clear about what she would do if she had any concerns about a child in her care. The inspection took place following notification of an accident to a child using a bounce and spin toy. The inspection found that the childminder was fully aware of her responsibilities and took all the necessary steps for appropriate treatment, informing parents and the relevant authorities. The childminder has since removed the toy completely. In addition, the childminder has accessed safety training to make sure risks are minimised or eliminated. The childminder holds a current paediatric

first aid certificate which gives her the knowledge of how to respond to children in the event of an injury or accident.

The childminder has completed self-evaluation and has considered the parents and children's views as part of this process. She has been using audit tools from training she has accessed to identify improvements to her service. The childminder is currently focussing on extending the children's vocabulary by introducing new words during play and the creation of a sound box to improve the outcomes for children. The childminder has fully addressed the recommendation from the previous inspection and has very good weekly plans in place to support children's learning.

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	322610
Local authority	Wigan
Inspection number	926616
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	21/01/2009
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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