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|--------------------------|----------------|
| <b>Inspection date</b>   | 11/10/2013     |
| Previous inspection date | Not Applicable |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> |                |
|--|-------------------------|----------------|
|  | 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 is well organised and undertakes thorough observations, which are reflected in subsequent planning to meet the unique needs of every child to ensure their learning and development progresses well from their starting points.
- High regard is given to promoting and supporting the acquisition of good communication and language skills, so children make rapid progress in their vocabulary and increase their confidence in communicating.
- Partnerships with parents and others who are involved in the care and learning of the children are strong, which ensures continuity and consistency in their learning and development and receive appropriate support.

### **It is not yet outstanding because**

- Access to the outdoors in order to fully promote opportunities for children to understand their natural world, especially sensory experiences are not yet fully developed.
- Younger children are not always given enough opportunities to be independent and freely access and choose from a range of books in order to stimulate their interest and promote their learning.

## 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 play and activities in all rooms, and observed lunch and sleep time.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector took account of parents' views through a range of written correspondence and testimonials.
- The inspector examined documentation including a sample of children's learning journals, planning documentation, self-evaluation and a selection of policies.

## Inspector

Trudie Walker

## Full Report

### Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged two years and one year in a house in Astley, Greater Manchester. The whole of the ground floor with the exception of the utility room is used for childminding purposes. This includes the lounge, dining room, toilet and conservatory. There is an enclosed garden for outside play. The family have a pet cat.

The childminder takes children to and from the local nursery and primary school. She attends groups and visits local parks and shops on a regular basis.

There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates each weekday, all year round from 7.45am to 6pm, with the exception of personal and public holidays. She holds an early years qualification at level 4.

### What the setting needs to do to improve further

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

- maximize opportunities for children's independence skills to be developed further throughout their daily routine, in particular by ensuring younger children freely access of a wide range of books
  
- extend the resources and activities in the outdoor environment in order to provide opportunities for children to investigate the natural world.

### Inspection judgements

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

The childminder has a very secure knowledge of child development and fully understands how children learn through their play. Children laugh and have fun with the childminder because of the calm, welcoming atmosphere and sensitive support. The knowledgeable childminder uses effective techniques and creativity to support children's learning in all areas. They eagerly participate in using their senses as they explore the taste, temperature and texture of melted chocolate during messy play. The childminder uses language to describe the chocolate dripping, as well as discussing the different colour

tones, therefore, extending their language understanding. She repeated words to children and used sensitive praise and encouragement to promote confidence and assure security as they made marks with the chocolate on paper, saying things like, 'wow, well done, you made a circle!'. She provides a good balance of adult-led activities as well as encouraging children to lead and initiate play and learning for themselves. Children engage purposefully in activities, show focus and concentration and are subsequently motivated and keen to learn.

The childminder has a precise awareness of children's individual needs through gathering information from parents about their specific skills and interests during settling-in sessions. Ongoing observations and informative assessments track children's progress from their individual starting points and monitor their learning successfully. This helps the childminder to identify children's further learning priorities and successfully incorporate these into children's play and planned activities. Children make good individual progress in relation to their starting points, which ensures that children gain a good range of skills to support their future learning, for example, when they move onto school.

The childminder places a strong focus on supporting children to develop their communication and language skills. The childminder takes time to listen and have purposeful conversations with children, and a variety of books are available to foster children's listening skills. However, this is hindered by the lack of opportunities for younger children to independently access the books available. The childminder models new language during play, for example, using positional language, such as 'over', 'inside' and 'through' when exploring the playhouse. As a result, children are confident communicators and language skills are developing well.

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

Children's well-being is promoted as they quickly develop close bonds and strong emotional attachments to the childminder when they start. She works hard to ensure children and their families are made to feel welcome and they have their individual needs effectively met. Highly positive relationships between the childminder and parents ensure good communication, which is effective in helping to ensure children's all-round development and emotional well-being are fully supported. She pays particular attention to children's reactions, responses and what they say, which help children to feel valued and secure. Consequently, children feel safe as the childminder ensures each child receives individual attention. Children's understanding of safety is good because daily routines and close supervision raise their awareness successfully. For example, she explains simple safety rules, such as, sitting properly in their chairs at lunchtime and how to use resources safely. Children develop independence in their self-care, learn how to keep themselves safe and comply with expectations. This helps them gain good skills and attitudes that will support their eventual move to playgroup and school. She completes 'trackers' for children who are starting school to share with teachers to ensure transfer is smooth and there is continuity of care and learning.

Children's behaviour is managed by the childminder in a sensitive manner with regular

praise and encouragement which develops children's self-esteem. Through discussion children are learning how to share and are beginning to understand how their behaviour can have an impact on others. The childminder encourages them to play cooperatively through role modelling how to share and take turns. She uses effective behaviour strategies to support children's understanding of the idea of sharing and waiting. For example, the childminder uses sensitive praise towards a child who has offered to share out food at lunchtime, which delights the child.

Children are learning about how to stay healthy through discussion and effective support and guidance from the childminder. They are familiar with the routine regarding having clean hands before eating and the childminder regularly discusses with the children the reasons for doing so. Children participate in a varied range of activities, which positively contributes to their good health and physical fitness. They have daily access to fresh air and exercise, such as, when they go for walks or visits to children's parks, which promote their physical development. However, opportunities for them to learn about the natural world outdoors, is more limited. Healthy eating is positively encouraged and children are provided with a balanced diet. Their individual dietary needs and requirements are catered for in close consultation with parents. Children have many opportunities to learn about the benefits of healthy eating. For example at mealtimes they talk about the benefits of eating a nutritious diet and discuss why fruit and vegetables are good for their bodies.

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

The childminder is passionate and very committed to providing good quality care and learning for children. She has a secure knowledge of the requirements of the Statutory framework for the Early Years Foundation Stage. She implements these consistently to create an environment that is safe, welcoming, and stimulating. The childminder has a thorough knowledge of child protection issues. She is aware of how to respond if she has any concerns about a child's welfare and updates her knowledge by attended regular safeguarding training. Detailed written risk assessments of all areas help the childminder to identify hazards promptly and take appropriate steps to minimise risks for children.

Relationships with children and parents are of high priority and testimonials from parents are positive and demonstrate strong partnership working. This ensures the childminder is able to support each child's individual routines, such as sleep times or dietary needs, which in turn help to ensure parents feel reassured. Initial settling in visits and feedback through written daily diaries further strengthen the links and help parents feel involved in their child's experiences. This together with her knowledge and good understanding of the learning and development requirements ensure a well-balanced curriculum. Consequently, children make good progress in their development. The childminder fully understands her responsibility to meet with parents and encourage them to contribute to their child's progress check at age two to share with other professionals. She works with local schools to ensure continuity of care and learning, for example, receiving planning from school to support children at the setting.

The childminder is keen to improve the service she offers to children and their families. She has effective systems in place, which identify key strengths and prioritise areas for development in order to help her to monitor and improve her practice.

### **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

|                                    |                |
|------------------------------------|----------------|
| <b>Unique reference number</b>     | EY460623       |
| <b>Local authority</b>             | Wigan          |
| <b>Inspection number</b>           | 913108         |
| <b>Type of provision</b>           | Childminder    |
| <b>Registration category</b>       | Childminder    |
| <b>Age range of children</b>       | 0 - 17         |
| <b>Total number of places</b>      | 4              |
| <b>Number of children on roll</b>  | 4              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | not applicable |
| <b>Telephone number</b>            |                |

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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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