

Inspection date

24/10/2013

Previous inspection date

04/02/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	3
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	3

The quality and standards of the early years provision

This provision is satisfactory

- Children can independently access some interesting activities, toys and equipment, which are relevant to their stages of development. This means that they are happily engaged and are beginning to explore and follow through their own ideas.
- The childminder effectively promotes children's well-being. She is well organised and vigilantly implements hygiene and safety routines. As a result, children learn about keeping themselves safe and adopt routine hygiene practices from an early stage.
- The childminder trains and works effectively with other professionals to develop her provision, thus, ensuring that children are cared for in a well-organised setting.

It is not yet good because

- Ongoing assessments of children's achievements are not always accurate or precisely linked to the planning of activities to maximise opportunities for children's future learning.
- There are not enough opportunities for parents to share what they know to identify children's starting points in their learning, assess what they can do, or plan for their future learning priorities.
- Self-evaluation lacks rigour and is not robust enough to fully monitor the quality of the provision or effectively identify areas for development that will improve learning opportunities 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 play and care routines in the conservatory and kitchen and viewed the resources and equipment available to the children.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a selection of documents, including operational and children's records, a local authority advice report and the provider's self-evaluation form.

Inspector

Angela Rowley

Full Report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged eight and 19 years in a house in Atherton, which is in the borough of Wigan, Greater Manchester. The whole of the ground floor, which includes the lounge, kitchen, designated playroom/conservatory and toilet facilities are used for childminding. There is an enclosed area for outside play.

The childminder takes children to occasional activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local school. There are currently six children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates each weekday, all year round, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years and holds an early years qualification at level 3.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- sharply focus the planning of adult-directed activities to maximise the potential of the learning opportunities for individual children, by precisely assessing children's achievements and learning priorities and using this information to identify the resources to be used and how they will enable individual learning objectives to be met
- ensure that parents and/or carers are fully involved in children's learning by using what they know to accurately assess children's learning needs and by keeping them up to date with their child's progress by sharing assessment information, including the two year progress check.

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

- increase the focus of improvement planning through careful monitoring and analysis of the quality of the care, learning and development on offer and identify targets for improvement that will further improve learning opportunities for children and support their individual progress over time.

Inspection judgements

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

The childminder has a sufficient understanding of the learning and development requirements to enable her to meet children's needs. She recognises that they learn through play and supports them well when they seek her involvement in their child-initiated activities. She uses the stimulating indoor environment to support children's play to good effect and this helps them develop some of the skills they need to become independent learners, who are suitably prepared for the next stage in their learning. For example, at an early stage, children are able to think and follow through their own ideas because they help themselves to a broad range of toys and equipment continuously available in the conservatory, which is designated as a playroom. They know where to find favourite toys, which support their pretend play with the toy kitchen equipment. They also learn that print carries meaning as they begin to recognise labels on toy storage drawers. The childminder instinctively supports children's learning as they play together. She encourages children to 'have a go' and models drawing in circular movements when they show interest in making marks on paper with crayons. In practice, she differentiates well and provides older and more able children with additional challenges in response to their lead and interests. For example, when they begin to show an interest in letters and the sounds they make, she supports this by modelling the correct sound when children point to individual letters in books.

The childminder has a suitable understanding of how to plan a range of weekly activities to enhance children's learning. Consequently, activities are interesting and promote some different aspects of their learning. For example, she provides outings, which extend children's experiences and their understanding of the wider world. This includes occasional outings to play parks where children practise their physical skills. She also plans activities in the home, for example, baking activities and crafts, which children enjoy. However, as yet, the childminder does not consistently use what she knows about children's stages of development to help her plan precisely, so children achieve the most from the activities she provides. This is made more difficult because she does not fully understand how to use the tools she has put in place to assess children's levels of achievement. As a result, planning is narrow and does not fully challenge children to achieve as much as they could across all areas of learning.

The childminder knows children are making progress in their learning and development because she keeps photographs and observations of what they can do. These show children's increasing abilities over time. Using what she knows instinctively, she demonstrates that children are typically achieving what is expected for their ages, although, her assessment record is less accurate. She liaises with parents regularly, for example, sends photographs of children at play and achieving new things via email, which keeps them suitably informed of children's activities. She provides suitable guidance, for example, with regard to the use of 'dummies' as soothers and their impact on speech and language development. However, she does not use what parents know to establish starting points for children's learning, plan together for children's future learning priorities

or routinely share her assessment of children, including the progress check at age two years.

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

Children new to the childminder's home settle well because she prioritises their well-being. She tries to obtain as much information as possible in relation to children's health and welfare needs right from the start. She communicates closely with parents and together, they share information, such as feeding and sleeping routines to promote consistency in children's care. The childminder is warm and friendly and as a result, children form secure emotional attachments to her. She is responsive and notices their needs and interests, which helps her support them. They demonstrate their comfortable relationships with her when they sit on her knee to draw at the table or take items to her to support their play. This demonstrates how the childminder has effectively fostered secure attachments and therefore, promotes their emotional well-being.

Children's individual health, physical and dietary needs are very well met. They are well nourished and enjoy some nutritious home-cooked meals, such as pasta dishes and jacket potatoes with various fillings. The nutritious food provision has helped the childminder achieve a healthy business award. She encourages children to be independent; to feed themselves at mealtimes and to hygienically manage their own personal needs. Children help themselves to their cup when they are thirsty. They independently access the ground floor toilet facilities and are provided with individual towels hung on different coloured pegs to dry their hands after washing them. They brush their own teeth each morning before school. These aspects of self-care are important for securing their readiness for school when the time comes.

The childminder is vigilant and supervises children closely, which keeps them safe. She understands risk assessment procedures and implements various practices, which increases children's awareness of staying safe. She practises emergency escape procedures with children and uses methods to promote road safety awareness. Children behave very well because the childminder is calm, relaxed and promotes consistent routines. Children are so confident with their routines that they know what is expected of them, for example, when the childminder gets out the highchair, children automatically come into the kitchen to sit down for snack-time. She effectively reinforces wanted behaviours through praise and reward. Regular outings and trips to school are purposefully planned to help develop social confidence and independence. The childminder works flexibly with parents to meet the needs of the whole family. For example, she takes children to school assemblies, so that younger children can watch their older siblings in events. These opportunities also prepare them well for their own future transitions to nursery or school.

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

The childminder has a sufficient understanding of her role and responsibilities with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage to

ensure that they are met. This means that her provision is safely organised and children are protected. All required records, policies and procedures are implemented and to underpin her understanding and share information with parents, an extensive range are clearly documented. The childminder is fully aware of her responsibility to protect children and of potential indicators of abuse or neglect. She has attended safeguarding training, she is clear about the local procedures and has all contact details should she have any concerns regarding a child in her care. She fully understands the procedures to follow in the event of allegations being made about her and has taken a responsible approach in carefully following these when necessary. All persons in regular contact with children are suitably vetted and she makes sure that occasional visitors to her home do not have unsupervised contact with children. Her home is well-maintained, safe and suitably secured. She maintains current public liability insurance, risk assesses outings carefully and on occasion, has suitably used an assistant to support her in keeping children safe and meeting children's needs.

The childminder is well motivated and strives to provide some good quality provision. Since the last inspection, she has moved house. The move has increased the play space available to children and has enabled the childminder to improve the learning environment for them. Provision of accessible storage for children has also helped to effectively promote their child-initiated learning. The childminder has addressed the areas for improvement raised at her last inspection, for example, she has improved record keeping systems, extended the range of resources available to children, which depict positive images of disability, reviewed planning and assessment systems and increased the frequency of emergency evaluation drills. She has also used the guidance of the local advisor to help her review activity planning procedures to focus more on individual needs as opposed to group planning. Additionally, since her last inspection, she has achieved a recognised early years qualification at level 3 and she has continually improved her range of toys and equipment in response to children's needs. In doing so, she has ensured that children's learning is suitably promoted. However, as yet, the childminder has not begun to rigorously monitor or evaluate the quality of her provision, in order to consider the impact of what she does well or to identify specific areas that can be developed further. As a result, while she recognises some general areas in which her practice could be developed, she has not identified where her provision for children's learning lacks focus and precision. Her ability to do this is hindered by not fully understanding how to implement new tools, such as those provided by her advisor, to monitor individual children's progress and use them to inform specific learning objectives during adult-directed activities.

The childminder provides daily information for parents during verbal exchanges, in texts and by using a daily diary for the very youngest children. This makes a suitable contribution to promoting their welfare. Parents' views are occasionally discussed, although, they are not actively sought to help her monitor her provision. Their constructive ideas for improvements are acted upon, for example, ideas for activities that their children will enjoy and this responsive approach improves the provision for children. Parents are provided with some general information about children's learning and progression, although, as yet the childminder is still to find a successful way of involving parents more in sharing information about children's achievements to better inform assessment and to be fully involved in children's learning. Partnerships are developing. The childminder

understands and shows commitment to working with other professionals to share information when she needs to do so and to continue children's learning. For example, she contributes to communication books initiated by the nursery attended by one child. This means that when children also attend other settings, some consistency in their learning is promoted.

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	EY383292
Local authority	Wigan
Inspection number	936371
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	04/02/2009
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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