

Inspection date

17/12/2013

Previous inspection date

10/05/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

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 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision requires improvement

- The childminder focuses on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development to ensure they are equipped with the skills they need for future learning.
- The childminder establishes close, emotional attachments with children in a caring and loving environment where children enjoy a range of activities and experiences. Consequently, children feel safe and develop a strong sense of security and belonging.
- The childminder has a sound understanding of how to promote the safety and welfare of the children in her care. She assesses the risks to the premises well and minimises these so that children are able to learn and play in a safe environment.

It is not yet good because

- Ongoing assessments of children's achievements, interests and learning styles are not always effectively linked to the planning of activities to ensure children consistently make the best progress.
- The organisation of resources, to improve children's choice and maximise opportunities for younger children to explore independently, is not fully effective.

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 activities in the kitchen and conservatory.
- The inspector held discussions with the childminder and talked to children throughout the inspection.
The inspector looked at various documents including a sample of policies and procedures, planning, observation and assessment systems and children's individual learning records.
- The inspector took account of the views of parents from written statements.

Inspector

Julie Kelly

Full report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and three children aged two, seven and 11 years in the Appley Bridge area of Wigan. The whole ground floor of the house and bathroom facilities on the first floor are used for childminding. There is an enclosed rear garden available for outdoor play.

The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. The childminder collects children from the local schools and pre-schools.

There are currently eight children on roll, six of whom are in the early years age group and two are school aged children who attend before and after school and occasionally during school holidays. Children attend for a variety of sessions. The childminder provides care all year round from 7am to 6pm, Monday to Thursday, except for Bank Holidays and family holidays.

What the setting needs to do to improve further

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

- make consistent use of information gained from observations and assessment to more effectively plan for children's individual learning needs to ensure they make the best possible progress.

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

- review the organisation of resources in order to provide younger children with more choice and opportunity to explore using their senses and to access books independently.

Inspection judgements

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

The childminder has a sound knowledge of the seven areas of learning and how children learn and provides a range of interesting and developmentally appropriate activities that help children to make steady progress towards the early learning goals. She observes children to find out about their immediate interests and knows which activities they enjoy.

The childminder assesses children's ongoing learning needs, based on their starting points gathered from information from parents, followed by subsequent observations. However, this information is not consistently linked to planning activities for children's future learning needs to ensure they make the best possible progress. The childminder works closely with parents to ensure that she has detailed information about children's learning on entry. She keeps them informed about their children's progress by sharing their learning records and through daily conversations. The two-way flow of information shared in communication books enables the childminder to gather information about children's learning at home and this is used to build on their interests, so that their learning is consistent. Children generally have access to a range of toys and resources to explore independently. However, the organisation and presentation of some equipment, such as, books and role play resources is not fully effective to enable younger children to make independent choices about what they want to play with.

The childminder focuses on helping children to acquire communication and language skills and promoting their physical and personal, social and emotional development in order that they develop the skills, abilities and attitudes to support them in the next stage of their learning and school. She engages in playful interactions with the children to encourage them to respond and copy her actions. Children's communication and language development is fostered through regular conversations with the childminder during play and care routines. Children enjoy listening to stories and singing rhymes, which helps them to develop their listening and attention skills. As a result, children are developing the skills, attitudes and abilities, which they need to prepare them for their future learning and school.

The childminder teaches children to respect the feelings of others as she talks to them about being kind to each other. For example, very young children show genuine concern for children who are feeling unwell and try to comfort them. They learn to take turns and share and regular visits to the local playgroup help them learn to socialise with adults and children away from the childminder's home. In addition, these experiences support children to develop confidence in new situations. Children's communication and language development is fostered particularly well through regular conversations during play and care routines, which has a positive impact on children's knowledge and understanding in other areas of learning. The childminder extends children's vocabulary by introducing new words, such as, 'lips' 'glasses' and 'earrings' and they enjoy listening to stories and singing rhymes, which helps them to further develop their communication skills. She listens to babies and values their attempts to communicate, which promotes their confidence to experiment with sounds and words. The childminder provides children with a range of opportunities to develop their large muscle control and coordination. For example, babies have room indoors to move, stretch, crawl, reach and cruise along the furniture. Children have opportunities to access the garden where they can ride wheeled toys and use digging tools and regular visits to the parks and soft play areas give them opportunities to experience large climbing equipment.

The childminder is skilled and sensitive and supports children to form secure, emotional attachments, which provides a firm base to promote their personal, social and emotional development. Children's well-being is significantly enhanced because the childminder works with an assistant and together they ensure that children's needs are consistently met. For example, children's play and learning is uninterrupted because one of them prepares meals and tidies up, while the other adult continues to engage in children's play. Consequently, children's emotional well-being is promoted, which in turn has a positive impact on their learning and development. Children respond to the positive interaction from the childminder as she praises their achievements. She is consistent in the way that she approaches behaviour management. As a result, children develop their self-esteem, feel good about what they do and begin to understand the boundaries of appropriate behaviour.

Children are happy and enjoy their time with the childminder. They settle well because she finds out about their likes and dislikes and individual care routines from parents. Babies develop their self-care skills as they learn to feed themselves with a spoon and cooperate with tasks, such as nappy changing. The childminder recognises when they are tired, hungry or need their personal needs attending to and responds quickly to ensure children remain comfortable and content. Children are confident to seek out the reassurance and comfort of the childminder if they are upset. Their behaviour demonstrates that they feel safe and secure with the childminder. For example, they interact with unfamiliar persons, knowing that there is a trusted adult close by. Older children are supported to manage their own care needs, such as, putting on and taking off coats and shoes and independently using the bathroom in readiness for school.

The childminder promotes children's awareness of good hygiene routines through role modelling of good practice and the consistent implementation of policies and procedures. In addition, she teaches them to brush their teeth after meals to promote their understanding of dental hygiene. Children begin to learn about the importance of a healthy lifestyle because the childminder provides healthy and nutritious snacks and freshly prepared home-made meals and actively encourages them to try new foods and textures. Children learn how to keep themselves safe because the childminder teaches them the road safety rules when they are out walking, such as, how to use the pelican crossing and to 'stop, look and listen' when they are going to cross the road. Young children demonstrate their understanding of safety as they say 'click' to the childminder as she fastens the straps in the high chair.

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

The childminder meets all safeguarding and welfare requirements, such as, keeping records of children's details and holding a current first-aid certificate. Safeguarding policies and procedures are in place and the childminder is aware of her roles and responsibilities in protecting children from harm. The childminder has undertaken safeguarding training and is fully aware of signs and symptoms of abuse and what to do and who to contact in the event of a child protection concern. She ensures that the premises are safe and secure

and carries out risk assessments and daily checks, which means that children's safety is promoted well. Furthermore, risk assessments are in place for outings, which ensures that any potential hazards are identified and removed, which enables children to enjoy trips to local places of interest whilst remaining safe.

The childminder demonstrates a sound understanding of promoting children's learning and development through play. Her knowledge of the Statutory framework for the Early Years Foundation Stage has significantly improved since the last inspection, mainly due to the undertaking of an early years qualification at level 3. The training has enabled the childminder to strengthen her understanding of the learning and development requirements, with particular regard to the seven areas of learning. For example, the childminder recognises that when children make reindeer food they develop their mathematical skills as they weigh, measure and count ingredients. The childminder carries out observations and uses photographs to record children's learning and development. The programme of experiences, activities and opportunities is appropriate and generally helps children to make steady progress towards the early learning goals. Despite this, the observation, assessment and planning system that is not yet securely embedded in practice, in order to ensure that observations and assessments consistently link to planned activities. There is appropriate monitoring and tracking of children's progress in place to identify any gaps in their learning. The childminder evaluates the environment and makes changes to accommodate what children like to do and capitalise on their interests. She talks to parents on a daily basis to find out their views about her practice and the activities and experiences that she offers the children and responds to their suggestions and ideas.

The childminder is aware of the strengths and weaknesses of her practice and is committed to the improvement of the service she provides. She constantly evaluates her practice and identifies areas for improvement. The childminder is proactive at seeking advice from more experienced providers and can also access support and guidance from the local authority early years team. The childminder has formed close links with other early years providers that some children also attend. This means that children's learning and development is consolidated and they experience consistency and continuity of care and learning. Written statements show that parents are happy with the care their children receive and the service the childminder provides.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY454271
Local authority	Wigan
Inspection number	943784
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	10
Number of children on roll	8
Name of provider	
Date of previous inspection	10/05/2013
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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