

Inspection date	17/01/2014
Previous inspection date	24/01/2012

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

- Effective settling-in arrangements support children well, and as a result they are happy as they enjoy secure and supportive relationships with the childminder. She knows the children well and is able to identify and meet their individual needs.
- The childminder has a good understanding of how children learn. As a result, children enjoy taking part in activities that are stimulating and well-planned around their interests. Consequently, they are enthusiastic and confident learners. Children are making good progress in all areas of their development.
- Strong relationships with parents and other professionals are effective in promoting individual development and providing complementary learning opportunities to aid continuity for children.
- The childminder takes effective steps to ensure children are safe and well-supervised at all times.

It is not yet outstanding because

- There is scope to extend opportunities for children to make independent choices about their play and follow their own preferences and interests.
- Children's unique artwork is not displayed for them to view, in order to consolidate their learning and enhance their enjoyment.

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 playroom, kitchen and conservatory.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector discussed with the childminder how she intends to ensure the safety of children and questioned her about safeguarding procedures.
- The inspector discussed with the childminder how she intends to deliver the educational programmes for children.
- The inspector looked at documentation, including risk assessments, observations, assessments, children's records and a selection of policies and procedures.
- The inspector held discussions with one parent and took account of additional parent's views from written statements.
- The inspector checked evidence of the childminder's qualifications and suitability of household members aged over 16.

Inspector
Kate Smith

Full report

Information about the setting

The childminder was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three sons aged 11, 14 and 16 years in a three storey town house in Leigh. The playroom, kitchen, conservatory room and bathroom on the ground floor are used for childminding purposes. There is an enclosed rear garden available for outdoor play. The childminder operates all year round from 7.30am until 5.45pm with the exception of bank holidays, two weeks holiday at Christmas and two weeks family holiday in the summer.

There are currently 17 children on roll, of whom five are in the early years age group and attend for a variety of sessions. The childminder is able to take and collect children from the local primary school. She supports children with special educational needs and/or disabilities and is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- develop the organisation of resources to further enable children to express and follow their own preferences and interests
- consider displaying children's unique artwork at child height for them to enjoy and take pride in their achievements.

Inspection judgements

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

During the settling-in process, the childminder gathers information from parents about their children, in relation to their individual needs to assess their starting points for learning. The childminder has a good knowledge of how children learn through play, and uses this well to provide interesting and challenging activities across all seven areas of learning. This means that children are engaged and motivated, as they take part in experiences that interest them. Consequently, children are becoming confident learners. The childminder supports their choices by enhancing their play. For example, she helps a young child to climb onto a rocking toy, enhancing their physical development as she encourages and supports them to pull themselves up to a standing position. The childminder observes carefully, as they delight in moving the rocker independently. She responds well to children's body language and their emergent communication skills asking, 'do you want to get down now?' Young children explore a range of messy play activities to

enhance their creativity and sensory development. For example, they play with pretend snow as the childminder provides resources that enhance children's understanding and links story time by reading about penguins who live in an igloo. Young children develop their critical thinking skills as the childminder encourages them to discover how to turn off an illuminated snowman toy. They enjoy painting and drawing, giving meaning to the marks they make. However, the displays in the playroom do not celebrate this individual art, as wall displays consist of posters, adult drawn cartoon art and key words to support children's emergent reading skills. This means opportunities for children to revisit their interests and take pride in their own work are not yet robust.

The childminder is skilled at supporting children in their play and motivates children through effective teaching. For example, she gives a short commentary of events, modelling new words, so children understand what is happening. This helps children develop an understanding of the daily routine and to feel secure. Children enjoy listening to a story that the childminder enhances, using a sensory book to support their understanding of new words. For example, they feel the penguin's 'smooth belly and rough skin'. The childminder encourages young children to turn the pages of the book for her one at a time, giving them confidence to try new things. She uses praise effectively which enhances children's self-esteem. Young children are encouraged to choose a prop from a bag, which the childminder uses as a prompt, to sing a familiar action rhyme. Children join in the actions to the songs supporting their physical development. The childminder uses gesture, warm smiles and good eye contact to support and encourage young children's emergent language. She introduces new words to the children, to enhance their understanding of the world. For example, she takes children to the window to look at a robin who has landed on the fence and she explains that the robin 'has a red breast'.

The childminder observes the children well, and assesses their development, planning appropriate next steps for their learning. Children's progress is carefully tracked each half term, and the childminder has a good understanding of the progress check for children at age two. The childminder regularly shares assessments with parents through verbal discussion and children's individual learning records. Parents complete home observations and record 'wow' moments of their children's development, that the childminder builds on effectively. A two way diary, between the childminder and parents, records daily activities and provides continuity of care and learning extensions. Consequently, parents are well-engaged in their children's learning. For example, children take home a teddy bear, and parents help document the adventures with their children in their home environment. This means that children have opportunity to develop their language skills as they share with their peers and the childminder what happened when the teddy bear came to stay at their house. This helps to enhance children's social skills and boosts their self-esteem. Children are clearly making good progress in all areas of their learning and development and are gaining the skills to support their future learning. Children with special educational needs and/or disabilities are given appropriate individual support, as the childminder has a strong desire to ensure all children make the best progress from their initial starting points in learning. Consequently, she works effectively to engage parents and outside professionals in offering individual packages of support to children when needed.

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

During a gradual admission process, the childminder gathers information from parents about children's individual needs. The childminder respects children's home routines and consequently, children settle quickly. They are happy, secure and feel safe as they form strong attachments to the childminder who is kind and patient. Parents comment that their children enjoy spending time with the childminder and that 'they are very well-looked after'. The childminder is sensitive to children's needs. She acts as a positive role model for children, treating them with respect and using good manners at all times. The childminder sets high expectations for all children and encourages them to be kind to each other and to share and take turns. She is consistent in supporting children in understanding boundaries for appropriate behaviour and, consequently, they play very well together. For example, one child becomes a little sad when another young child tries to take their toy. The childminder intervenes appropriately and gently re-inforces that the child will have to wait and distracts them by finding a similar toy until it can be their turn. She uses positive praise, distraction and appropriate explanation well, to support children's understanding and their social skills. For example, a young child rips a book as they access it independently in the stimulating, cosy book area. The childminder explains sensitively that 'we don't rip books' and encourages the child to turn the pages gently. This means that she supports young children in managing their feelings and behaviour appropriately. Children are building good relationships with their peers and are relaxed with the childminder. Consequently, children are happy to cuddle into her arms, demonstrating that they have formed warm relationships with her.

The indoor environment is warm, welcoming and well-equipped with developmentally appropriate resources. There are resources that children can access independently as they explore the safe, stimulating environment. However, not all the contents of resource boxes are clearly visible or labelled. Consequently, children's choices are not as effective as they could be in supporting their own ideas and interests, due to the way the resources are stored. Young children's self-help skills are developing well, as the childminder encourages them to be independent where possible. For example, young toddlers are encouraged to feed themselves at mealtimes and find their own face cloth prior to washing their hands at snack time. Children are becoming increasingly independent and, as they get older, manage their personal needs successfully. Children help to put out equipment, learning to respect and support their peers, as they lay the mat on the kitchen floor so they can all have a picnic style breakfast together. The childminder supports parent's wishes, and adapts her food provision to support individual children's needs, to aid continuity of home routines. For example, vegetarian meals are available for children, as the childminder respects families cultural dietary requirements. Meals are nutritious and homemade, with snacks of fresh fruit, helping children to make positive choices about what they eat from an early age. The childminder uses local community facilities, such as playgroups to support children's social development as they develop confidence and friendships with other children. They visit local parks to develop their climbing and balancing skills. Daily exercise in the fresh air supports children's well-being, as they play in the back garden and visit the local canal to feed the ducks. Children are learning good social skills and personal confidence, in readiness for their transition to nursery and school.

Children with special educational needs are helped with their understanding of what is happening next. The childminder uses signing, along with key words, to support children's well-being and emotional security. High standards of cleanliness are maintained and the childminder implements good hygiene practices to help minimise the risks of infection. Children learn about the importance of good hygiene as they are encouraged to wash their hands when appropriate. The childminder ensures that children are kept safe through good supervision, and sleeping children are closely supervised. She uses effective risk analysis for her home and for all outings to support children's safety. They learn about road safety as they walk in the local community and take part in regular monthly fire drill practice so they are familiar with how to behave in an emergency.

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

The childminder has a very secure knowledge of child protection and knows how to make referrals to the Local Area Safeguarding Board should she have any concerns. The childminder has taken all necessary actions to ensure that she fully complies with safeguarding and welfare requirements. Robust policies and procedures are implemented to safeguard children's welfare. The childminder has a thorough understanding of her safeguarding responsibilities, and consequently, has completed the required disclosure checks for all household members aged over 16 years of age. This means there are effective vetting procedures in place to support the protection of children.

The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage. She holds a level 4 qualification in childcare, and uses her extensive knowledge to provide good quality experiences for children, across all areas of their learning. Appropriate next steps in learning are recorded and the childminder uses this summary to evaluate the curriculum, to ensure it is balanced and challenging. Effective tracking of children's individual progress means that the childminder is able to highlight any areas of learning that children are assessed at which is below their expected developmental level. This enables the childminder to engage in effective early intervention through discussion with parents and referrals to outside agencies for appropriate support. This ensures that children with special educational needs and/or disabilities receive appropriate individual support to make the best progress in their learning. The childminder has a good understanding of the Common Assessment Framework and is able to offer appropriate support to children and their families. The childminder has developed effective links with local schools and shares information by implementing a three way diary as an effective communication tool. This promotes partnership working between the childminder, parents and school teachers to aid continuity in care and learning for children.

The childminder is a reflective practitioner who has a desire to continuously improve her provision. She has kept her extensive knowledge up-to-date by attending regular training and has acted on recommendations made at her last inspection. This demonstrates that she drives forward improvements to the service that she provides. The childminder

monitors and evaluates her practice using a range of procedures and has a good understanding of her strengths and areas of her provision she would like to develop. She is a member of a local childminding network and attends meetings where she exchanges best practice with other childminders. The childminder also receives support from local authority advisors. Parent's views are gathered via questionnaires and verbal discussion. Parents comment that they are very happy with the service the childminder provides and that children are 'very well-looked after'.

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	EY277769
Local authority	Wigan
Inspection number	945621
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	17
Name of provider	
Date of previous inspection	24/01/2012
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

