

Inspection date

Previous inspection date

17/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 provides a warm and welcoming environment for children who can feel safe, secure and relaxed and enjoy their time in a friendly and stimulating environment.
- The childminder builds positive relationships with parents and keeps them informed and involved in their children's care and learning.
- The childminder forms good relationships with children, which helps them to develop secure emotional attachment and promotes well-being and independence.
- Children have opportunities to make suitable progress in this setting because the childminder has an adequate understanding of how to teach children and of the prime and specific areas of learning.

It is not yet good because

- The childminder does not maintain all the required documentation including written permission for children to go on routine outings, or to places of interest. This means that she is unable to ensure children are adequately safeguarded from harm.
- There is scope to improve the outdoor environment further in order to build on children's literacy and numeracy development, by using print and numbers outside.
- Children cannot easily see what toys are available, which reduces their ability to make independent choices.

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 toured the areas that are used for childminding and observed activities in the playrooms and the interaction and learning between the childminder and the children.
- The inspector checked evidence of the suitability and qualifications of the childminder, and the childminder's self-evaluation and improvement plan.
- The inspector sampled a range of documents that cover the learning and development requirements including observations, planning, and assessments. She also viewed emergency contact information, enrolment forms and written risk assessments.
- Discussions took place between the inspector, the children and the childminder at appropriate times during the inspection. The inspector took into account the written feedback of the parents.

Inspector

Lisa Maidment

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives with her husband, in Worsley, an area of Manchester. The whole of the ground floor is used for childminding purposes. There is an enclosed garden for outside play. The childminder has a small dog.

The childminder attends toddler groups and activities at the local library. She visits the local shops, cafes and parks on a regular basis. She collects children from local schools. There are currently six children on roll, all of whom are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- ensure written permission is obtained from parents and/or carers for children to be taken out on routine outings and to places of interest.

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

- enhance and build on children's literacy and numeracy development, for example, by providing print and numbers in the outdoor environment
- strengthen opportunities for children to choose their activities, what they want to do and how they will do it, for example, by making toys and resources more accessible.

Inspection judgements

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

Children make suitable progress in this setting because the childminder has an understanding of how to teach children to become ready for school. The childminder has an adequate knowledge of the prime and specific areas of learning, and children have opportunities which are broadly based around their interests. For example, young children are interested in a treasure chest with different resources. The childminder encourages communication and language skills by using words, such as 'soft' and 'hard' to describe objects. Children have opportunities to explore the basket, repeating actions with different

toys to make noises which interest them. As a result, children remain focused and interested, which helps them acquire the skills ready for their next stage of learning. The childminder enables children to develop their senses, concentration, early writing and physical skills through various activities. For example, she puts a big box of coloured rice onto the floor in the playroom. A child is unsure and the childminder encourages them by putting in sand moulds to fill up with rice. She role models what they can do and encourages the child to feel the rice and draws in it with her finger and the child begins to copy and makes marks completely absorbed and concentrating hard. The child then climbs into the rice and sits down, smiles with delight and begins to giggle moving their feet in the rice. The child starts laughing as she moves them quickly to show the movement in the rice. 'Swirly, swirly' says the childminder further developing language and enjoyment.

The childminder is beginning to use observations to inform her planning. She gathers useful information about children from parents at the start of the childminding arrangement to help them settle in her setting. She identifies areas where children achieve in their development, and plans activities to encourage them individually. For example, babies are stimulated to learn to walk by moving and holding onto furniture in the home, and the childminder uses praise and encouragement to promote their confidence to achieve. The childminder recognises areas where children are not secure in their learning, and provides activities to support them. However, the assessing of children to move forward and identifying their next steps of learning are still in their infancy stage. The childminder understanding of how to more accurately track children's learning to enable them to progress towards the early learning goals is still developing. The childminder understands how to complete the progress check at age two to show children's progress and identify any gaps in learning,

The childminder provides an inviting space in her home for children to play in. There is a dedicated playroom, and children are able to move freely and confidently between all rooms on the ground floor. The childminder enables children to choose activities which interest them, and good high quality resources are available to support children's learning, which are straightforward to access. However, it is not always easy for children to see everything that is available in the storage boxes, and this reduces opportunities for children to make choices independently. Access to the garden area is from the playroom and the childminder makes good use of the outdoor environment to enable children to get fresh air. However, children on occasions are limited in the outdoor area to experience a richer environment. For example, there is not enough print in the outdoors to encourage literacy skills, or numbers to promote numeracy.

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

Children appear settled in the childminder's care, benefiting from a friendly and warm, welcoming environment. The childminder gathers appropriate information from parents when children start and on an ongoing basis to ensure their child's care needs are met and transition is smooth. She uses positive praise and encouragement when she is working with children. This promotes children's self-esteem and they enjoy spending time with her. The childminder is very caring. She has a softly spoken voice and it is evident to

see that children trust her to care for them. For example, very young children clearly rely on her and look to her for support when unsure of their surroundings. The childminder promotes their well-being by securing their confidence to be able to become independent. The childminder encourages children to take turns as she promotes sharing, and older children are encouraged to be good role models in order to demonstrate confident outcomes. Consequently, behaviour is positive as the childminder promotes individuality while allowing children to make the right choices.

The childminder encourages healthy lifestyles. Mealtimes are social occasions where younger children are encouraged by the childminder to feed themselves. The childminder helps children hold cutlery correctly through demonstration, and as a result, children gain early independence skills. The childminder works in partnership with parents by providing snacks which are wholesome and nutritious, taking into account the ongoing dietary information received. Lunches are brought from children's homes, and the childminder ensures they are appropriately stored. Children are encouraged to take small risks when accessing the dedicated playroom. Young babies manoeuvre the step safely because the childminder has taught them to turn around on their tummies to go down. Other hazards are identified through indoor daily checklists to ensure children can play without harm. As a result, children are kept safe and secure in the home.

The childminder provides an outdoor play area. Children have opportunities to access sand and water play, or make marks on easels. There are opportunities for children to access planting and growing and the childminder ensures children are dressed appropriately to access this. The childminder takes children to local parks, and indoor play centres where they can access larger apparatus. They talk about the dangers when crossing roads, or when talking to strangers. However, the childminder has not obtained written parental permission for outings to ensure children are kept safe by parents being clear about arrangements for outings undertaken. This is a breach of the welfare and safeguarding requirements of the Statutory framework for the Early Years Foundation Stage.

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

The childminder has mostly appropriate policies and procedures in place to safeguard children. She ensures that all persons living in her home aged 16 and over, have necessary checks for their suitability. The childminder recognises people who she has to contact if she feels a child is at risk, and understands what to do in the event of a disclosure of a child protection issue. The childminder has fire evacuation procedures displayed on her wall, so that older children can understand what to do in the event of a fire, and they practise this monthly. The childminder has an up-to-date first aid certificate, and has attended designated safeguarding training. The childminder has written risk assessments for the home and when out on visits, to ensure that all hazards are identified and eliminated. Therefore, children are generally suitably safeguarded because the childminder has an understanding of the safeguarding requirements of the Statutory framework for the Early Years Foundation Stage.

The childminder has an adequate understanding of the learning and development requirements. She is beginning to use effective observations and assessments, although tracking documents are still in their early stages of development. The childminder attends training which is relevant to her job role, and is eager to put her understandings into practice to improve her business. The childminder evaluates her practice, and knows what she would like to do to improve her setting. For example, through discussion the childminder spoke about implementing a piping system in the outside provision which could be used for water play. The childminder meets with other childminders to discuss and share good practice, and has found this to be invaluable to improve her knowledge of play and development. As a result, children have appropriate opportunities to play in order for them to develop their learning and become inquisitive in their understanding. This helps them to become ready for school.

The childminder has an understanding of how important it is to work in partnership where children access more than one setting, in order to have a full view of the interests and development of children. She knows how to access outside agencies to work with her if she feels a child is not progressing appropriately. She uses basic questionnaires to seek the views of parents about her service and care, in order to gather succinct opinions and identify future development to help ensure continuous improvements of practice are made. Parents are very positive with their feedback about the childminder, and she takes time to sit down with them to look at ways to further improve her provision. Children are able to discuss their likes and dislikes, as the childminder listens to their needs carefully and considerately. Subsequently, the childminder provides a warm and welcoming home, where parents can access childcare in an emerging learning environment.

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	EY466850
Local authority	Wigan
Inspection number	936594
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	not applicable
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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