

Inspection date	03/03/2014
Previous inspection date	08/09/2009

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

- The childminder effectively meets children's individual needs. Children show they are happy and enjoy their time with the childminder because they have a warm, secure relationship with her which promotes their emotional well-being.
- Children are safeguarded because the childminder is secure in her knowledge about what to do should a concern arise about children in her care.
- The childminder has a good understanding of how young children learn through play. This means she offers a range of activities that support and promote children's learning.
- The childminder has positive relationships with parents, carers and other professionals which supports children's learning and development well.

It is not yet outstanding because

- Very young children do not have continuous access to natural materials. This means opportunities for them to explore using all their senses are not optimised.

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 looked at a range of documentation including the children's learning record, policies and procedures and accident records.
- The inspector spoke with the childminder and children throughout the inspection.
- The inspector observed the children's interactions with the childminder. The inspector also observed activities that the children were engaged in.
- The inspector looked around all the areas used for childminding purposes including the outside area.

Inspector

Sandra Harwood

Full report

Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in a house in Golbourne, Warrington. The ground floor of the property is used for childminding. There is an enclosed garden available for outside play. There are three children on roll, two of whom are in the early years age group and who attend for a variety of sessions. The childminder operates all year round, Monday to Friday from 7am to 6.30 pm. The childminder attends a childminding group and visits parks, local playgroups and the local community on a regular basis. She also offers care for school-aged children before and after school and school holidays. The childminder is a member of Professional Association of 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:

- make natural materials continuously available to promote young children's sensory interest.

Inspection judgements

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

The childminder has a good understanding of how young children learn and develop. This enables her to offer activities and experiences to help children make good progress in all areas of their learning. She has a comprehensive understanding of the different stages of children's development; as a result, children's individual learning needs are promoted effectively. The childminder carries out good observations of the children's play and evaluates these to identify what they need to learn next and plan to support this. Comprehensive information is gathered as children enter the childminder's care. This helps her to plan and foster children's learning from the start. Parents are kept well informed about their children's achievements and development. There are daily exchanges by text message, verbally or in the children's diary to share information. Parents have regular discussions about the children's files which further enables them to be involved in their children's learning.

The daily routine is planned carefully to encourage a balance for children in selecting their own activities and engaging in adult-led activities. The childminder uses a range of teaching strategies. For example, she uses distraction to help the younger children choose their own play food and enable the older children to engage in their own learning. The childminder also supports the children with pronunciation as she breaks words down to

enable them to hear the sounds and use the correct pronunciation. As the children enjoy role play with the kitchen and play food the childminder skilfully extends children learning. For example, she encourages them to find groups of food that are the same colour and match them to the plates. The childminder and children compare size and shapes repeating what the children say to help them develop and extend their communication and mathematical skills and apply them to everyday activities. These skills help children's communication and confidence and prepare them for their next stage in learning, such as school. The childminder fosters children's cultural awareness as they focus on a variety of festivals which reflects their own and others' cultural heritage. Children explore with a range of resources, such as pens, crayons, paint and water with a variety of brush sizes as they explore how to make marks and support their early understanding that marks carry meaning. Children enjoy moving and singing to music which helps with their physical skills as well as communication and language as they join in. Children enjoy trips to a variety of groups. These offer children the opportunity to explore in a larger environment, mix with other children and experience learning through different activities which promotes their confidence and self-esteem.

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

Children enjoy a warm and close relationship with the childminder. As a result they are confident and enjoy their time in her care. The children readily invite her to join in with their play, ask for support if required and smile happily as they enjoy lovely chats about home. This supports their emotional well-being very well and helps the children understand that their lives are linked and their family is important. The environment is warm and welcoming and the resources are flexible to enable children to use them in different ways as they explore and play. The limited space means that resources are rotated which offers children new experiences.

A range of healthy meals and snacks help children to understand the importance of healthy eating. The childminder skilfully introduces healthy eating and as they use the roleplay kitchen, she talks about what food is healthy and asks questions to extend children's understanding. For example, she says 'Cake is yummy, but is it healthy?' This is supplemented through daily access to outdoors whether it is playing in the garden using a range of equipment that supports children's developing physical skills, such as the climbing frame and wheeled toys or walks into the community. Children learn how to keep themselves and others safe as they regularly practice fire evacuations or use the correct way to cross a road. The correct equipment is used when out and about in the community and in the home for example, safety gates. The childminder also reminds children of the rules before leaving the home, such as wearing restraints, staying close and listening carefully further promoting their welfare and safety.

Children and parents visit the childminder at home to get to know her and the environment before they start in her care. The childminder uses this time to chat with parents and gather the information she needs to ensure the children's needs are met and support their emotional well-being. As children prepare to move on to other providers a transition document is completed and shared with parents to ensure an accurate up to

date picture of the children's development. This helps support continuity of care with a new key person. Children behave well as the childminder applies consistent boundaries and expectations for all children. The house rules are displayed visually to reinforce what is acceptable. The childminder supports children effectively to share and think of others for example, as the older children are encouraged to understand that young children are learning to share. The older children are very considerate of younger children and offer them a cup of milk in their pretend game. Children's independence in self-help skills are encouraged. Younger children are guided as they feed themselves or given clear explanation about the importance of hand washing before eating. Older children access the bathroom to attend to their own needs independently with support given if required.

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

The childminder has a robust understanding of how to protect the children in her care. For example, she is well aware of her local procedures for child protection and knows who to call should she be concerned. Policies and procedures in place and shared with parents as the children enter the childminder's care. This is effective to help parents understand about the childminder's role and responsibility towards the children in her care. Rigorous risk assessments are carried out for both within the home and for outings. The childminder clearly identifies areas that may cause concern and identifies how to address them. This enables the children to move around freely and safely. The childminder records the times and days children attend, this enables her to be within ratio and effectively address children's needs. For example, she ensures that as the Early Year Foundation Stage states 'children must usually be in sight or hearing at all times'. All the required documentation is in place to ensure the efficient, safe running of the provision.

The childminder evaluates her practice and this has resulted in her adapting her practice to address areas identified for development. She involves parents to ensure what she offers effectively meet their children's needs and receives support from her local development worker to underpin this. She attends training to update her knowledge as well as through exchanges of good practice with other providers and childminders. The childminder uses her training to support children's learning. For example, following recent training on the use of puppets and how this supports children's communication the childminder has introduced them effectively into her practice to further support children's communication and language skills. The childminder plans activities and experiences through the robust monitoring of children's files. This helps identify any areas that children may require extra support and plan accordingly. The childminder works positively with parents to meet the care and learning needs of the children. The childminder is proactive in the exchange of information from other providers that the children attend to promote continuity of care and learning.

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	EY390267
Local authority	Wigan
Inspection number	955511
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	08/09/2009
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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