

Inspection date

13/03/2014

Previous inspection date

24/10/2013

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

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

- Children's general well-being is effectively promoted by the childminder who provides a welcoming environment where children feel safe and secure. As a result, children are happy and settled and move confidently around the childminder's home.
- Children can freely access activities, toys and equipment, which are relevant to their stages of development. This promotes their independent learning and means they are happily engaged as they make some meaningful choices and lead their own play.
- Children are very well nourished and enjoy a varied range of healthy meals and snacks, this helps raise their awareness of the importance of a balanced and healthy diet.

It is not yet good because

- The quality of teaching is variable and systems to observe and assess children's progress are not always accurate or linked to the planning of challenging activities. This means children are not supported in making better than satisfactory progress.
- Partnership working with parents and other settings that children attend are not fully developed. This means there are not enough opportunities for them to share information to support children's learning and development.
- Systems to evaluate the organisation and effectiveness of all aspects of the provision, including the learning opportunities for children are not robust enough. This means little progress has been made in respect of weaknesses identified at the last inspection and records of children's attendance are not always maintained.

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 interactions and activities in the main play areas.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector observed the childminder taking the children out in her vehicle.
- The inspector looked at children's learning journals and a small selection of written records and policies.
- The inspector checked evidence of suitability of adults living or working on the premises, the childminder's qualifications and self-evaluation form.
- The inspector took account of the views of parents spoken to during the course of the inspection.

Inspector

Vickie Halliwell

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, adult daughter and child aged nine 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:

- increase knowledge and understanding of observation and assessment and the ways in which children learn, in order to plan more effectively and raise the quality of teaching to consistently good or better, to help children make the best possible progress in their learning and development given their starting points
- ensure that parents are fully involved in children's learning by using what they know to accurately assess children's learning needs, by keeping them up to date with their child's progress, including the two year progress check and use this shared knowledge to plan together and think through ideas of how to move the child forward in their learning
- ensure the arrangements for sharing information and partnership working with other providers that children attend are fully in place, in order to further support children's learning and development
- maintain a daily record of the names of the children being cared for on the premises and their hours of attendance.

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 satisfactory understanding of the seven areas of learning and broadly supports children's learning as they play. However, this is not based on a secure knowledge and understanding of teaching and learning, consequently the quality of teaching and support for individual children is variable. This means children are not always fully supported in making good progress given their starting points at admission. The childminder recognises that children learn through play and provides a stimulating and accessible learning environment. This helps children become independent learners who are suitably prepared for the next stage in their learning. For example, children use the resources from a game they have selected to independently to sort and match colours. Children are motivated by their surroundings and confidently access resources that are within easy reach. They become absorbed in their play and find ways to solve simple

problems. For example, when children realise they are unable to operate the remote controlled fork lift truck because items are too heavy, they begin to consider the weight and size and purposefully select items that they can lift and move.

Children's time in the childminder's home is complemented by occasional outings to places of interest and groups that support and enhance children's learning. Consequently, these outings provide opportunities for children to develop their confidence in social groups. Children also enjoy regular trips to local parks and shops to purchase the ingredients they need for baking activities. Children's language and communication is routinely promoted by the childminder, who has recently completed training and is keen to extend children's vocabulary. For example, the childminder encourages children to name animals and objects in books and talk about familiar stories. However, verbal interactions are at times limited as the childminder focuses on the general supervision of the children. Opportunities, such as, mealtimes are not fully utilised as learning opportunities, as a result, communication and social interaction is limited as children watch the television while eating their evening meal. Children have regular opportunities to draw and use mark making materials and the childminder is keen to develop children's handwriting. However, the childminder is not always fully aware of the stages of development and this impacts on the quality of teaching. For example, the childminder does not always support children in acquiring the physical skills required to form recognisable letters, before identifying this as a priority for children's learning.

The childminder has a general awareness of children's capabilities within all areas of learning. She uses relevant guidance to confirm children are working within the typical range of development expected for their age. However, systems to observe and assess children's progress are not regularly implemented and are not always accurate or linked to the planning of suitably challenging activities. This means children are not supported in making better than satisfactory progress. Parents are routinely informed about how children spend their time. However, opportunities for parents to establish starting points for children's learning are not well established. In addition, opportunities for them to share in assessments, including the progress check at age two, or to plan together with the childminder for their child's future learning priorities are not fully utilised. In addition, partnerships with other settings that children attend who also deliver the Early Years Foundation Stage are not fully developed. This means the childminder is not able to fully support continuity of learning for children who attend more than one setting or complement children's learning in school.

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

Children benefit from secure attachments that promote their emotional well-being, consequently they are happy and settled in the childminder's care. Care needs and routines are discussed and agreed with parents prior to admission, as a result, children benefit from consistent care that meets their individual needs. The childminder has created a welcoming and accessible, child centred environment, as a result, children demonstrate a strong sense of belonging as they move freely and confidently around her home. The childminder routinely promotes children's personal, social and emotional development and helps children acquire the skills and attitudes they need to be ready for

school. Children's self-help skills and emerging independence are well promoted by the childminder, consequently, children are learning to manage their personal needs, for example, toileting, washing their hands and brushing their teeth. Children are familiar with routines and, in preparation for home time, they collect and put on their own coats and shoes. Although, at times this is premature and means some children wait in their coats for longer than necessary.

Children's individual health, physical and dietary needs are very well promoted by the childminder who helps children develop their understanding of a healthy lifestyle. Children are very well nourished and enjoy a varied range of healthy meals and snacks. The childminder works closely with parents and considers school menus to ensure children enjoy a varied and balanced diet. As a result, children thoroughly enjoy filled jacket potatoes with a range of side dishes, such as, peppers, carrot sticks and cucumber after the school day. This good practice has helped the childminder achieve a healthy business award. Children have regular opportunities to be physical active at local parks and play outside in the fresh air and daylight, which contributes to a healthy lifestyle.

Children's safety is given a high priority both within the childminder's home and while on outings. As a result, the childminder ensures risks to the children are minimised and that children are becoming increasingly aware of their own safety. Children are regularly transported in the childminder's car. They are well supervised and appropriately assisted by the childminder as they climb into age appropriate car seats and wait for the childminder to fasten them in securely. The childminder effectively and consistently implements positive behaviour management strategies. Consequently, children behave well and are learning the importance of socially acceptable behaviour as they play alongside and interact with their peers. With the childminder's support children are learning to take turns and share resources as they play. Older children are positive role models, consequently, younger children negotiate confidently with them as they share coloured pencils.

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

The childminder is aware of her role and responsibilities with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage and has ensured most are fully met. This means that her provision is safely organised and children are protected. However, the childminder has failed to maintain a daily record of children's attendance; this means a legal requirement of both the Early Years Register and the Childcare Register is not being met. The childminder is fully aware of her responsibility to protect children from possible harm and is aware of the potential indicators of abuse or neglect. She has attended safeguarding training and 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, consequently children can move and play safely within the

childminder's home and garden. The childminder maintains current public liability insurance and appropriately risk assesses outings and transport arrangements.

Systems to evaluate the organisation and effectiveness of all aspects of the provision, especially the quality of teaching and learning opportunities for children are not robust enough. This means little progress has been made in respect of the weaknesses identified at the last inspection. As a result, children are not always supported in making good or better progress in their learning and development, given their starting points. Since the last inspection, the childminder has completed training to increase her knowledge and understanding of communication and language development. However, systems to monitor the effectiveness of observation and assessment and quality of teaching against challenging criteria are not fully developed. As a result, children are not fully supported in making the best possible progress in all areas of learning.

Partnerships with parents are valued by the childminder and contribute to the care and well-being of the children. Mutually respectful relationships are evident and parents comment very positively on the quality of care their children receive. Many comment on how much their children enjoy going to the childminder's. Parents are routinely informed at collection times about the range of activities and experiences their children participate in. However, too little emphasis is placed on the importance of parents' contribution to initial and ongoing assessments of children's capabilities and planning for their future learning. Partnerships with other providers delivering the Early Years Foundation Stage are emerging but are not fully developed. This has an impact on the childminder's ability to ensure continuity of learning for children who attend more than one setting. The childminder is aware of the importance of working with other agencies to ensure identified children get the support they need.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Compulsory part of the Childcare Register).
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Voluntary part of the Childcare Register).

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	EY383292
Local authority	Wigan
Inspection number	960324
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	24/10/2013
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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