

Inspection date	24/03/2014
Previous inspection date	13/03/2013

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 knows children well and is able to identify and meet their individual needs. Consequently, children are happy and settled, as they enjoy secure and supportive relationships with her.
- The childminder has a good knowledge of how children learn. She uses effective observations and assessments to plan a varied educational programme built around children's interests. This means children are engaged in their learning.
- Strong relationships with parents and other professionals are effective in promoting individual development. Consequently, all children make good progress in their learning from their initial starting points.
- The childminder has a secure knowledge of safeguarding. Risk assessments are used effectively to minimise hazards in the home environment and on outings to maintain safety for children.

It is not yet outstanding because

- Links with other providers of the Early Years Foundation Stage, to share information about children's individual learning and development are not fully robust. This does not fully support continuity of learning for children who attend more than one setting.
- There is scope for the further development of the outdoor area, in order to provide all children with more interesting, rich and challenging experiences.

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 carried out a tour of the premises used for childminding purposes.
- The inspector held discussions with the childminder throughout the inspection.
The inspector looked at a selection of documentation, including observations and
- assessments of children's learning, risk assessments, safeguarding policy and procedures, self-evaluation and children's records.
- The inspector took account of parent's views from written statements.

Inspector

Kate Smith

Full report

Information about the setting

The childminder was registered in 1991 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Atherton, which is in the borough of Wigan, Greater Manchester. The whole of the ground floor, except the kitchen, is used for childminding. There is a rear garden for outside play. The family has a dog and a cat as pets. The childminder attends a childminding group and activities at the local children's centre. She visits the park and places of interest on a regular basis. She collects children from the local schools. There are currently 11 children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7am to 7pm, Monday to Friday, except bank holidays and family holidays. She holds an appropriate early years qualification at level 3 and is accredited to provide funded education places for two-, three- and four-year-children. She is a member of the Professional Association for Childcare and Early Years and provides care for children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the arrangements for sharing information and partnership working with other providers that children attend, in order to further support children's learning and development
- extend the educational programmes available outdoors, so that all children can enjoy rich varied and imaginative play experiences, by providing stimulating resources which are accessible and varied, so that they can be used, moved and combined in different ways.

Inspection judgements

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

The childminder gathers information from parents about what children can already do during a gradual admission process. She uses this information, along with children's interests, to assess their starting points for learning. The childminder is experienced and has a good knowledge of how children learn through play. She plans interesting and challenging activities across all seven areas of learning, tailoring experiences based on detailed observations and assessments. Consequently, children take part in experiences that interest them and support their development well. This means that children are becoming confident learners as they have opportunity to independently explore and develop their own ideas. The childminder is skilled at enhancing their play and supporting children's critical thinking skills. For example, as children play with a set of small penguins

she asks questions, such as 'Why is it not the same as the others?' The childminder ensures that she gives children sufficient time to formulate their response. She supports children's understanding of difference as they compare size and shape, which enhances their mathematical development. The childminder reads stories to children and encourages their language development as she asks 'What animal is this and what sound does it make?' She models new words, such as 'hippopotamus' and supports children with praise and encouragement as they try to copy the name. This means that she encourages children to 'have a go'. As a result, they are gaining confidence to try new things and becoming independent learners. Consequently, they are well-prepared for their next stage of learning.

The childminder uses annotated photographs and detailed observations to record children's learning. She assesses their development across all areas of their learning and plans appropriate next steps for their development. Children's progress is tracked well each term and regularly shared with parents to provide opportunities for continuity. The childminder has completed the progress check for children at age two. She uses assessments of children's learning as a tool to support early intervention. The childminder liaises well with parents to seek support from other professionals when required, to enhance children's learning and development. Parents contribute to joint targets for children's learning in individual educational plans. This provides continuity in children's learning to provide consistency of challenge. Consequently, parents are well-engaged in their children's learning. Parents share information regarding their children's learning in their home environments. The childminder builds on this effectively to enhance children's ongoing learning. For example, the childminder is currently caring for stick insects that a child brought in from home. She is building on children's interest and using the opportunity to further challenge their understanding of the natural world.

Children are clearly making good progress in their learning and development from their individual starting points. The childminder knows each child well and plans appropriate learning opportunities for them individually. This means that she is responsive to their individual needs and circumstances. The childminder enhances children's chosen activities at appropriate times to extend their learning. For example, children independently choose books and turn the pages as they explore the pictures. The childminder encourages children to think about what they can see and she promotes their memory by asking about past events. For example, she asks them to remember how they built their den and what they took inside it. She listens carefully to children's thoughts and supports their recognition well by reaffirming their ideas. This means that children concentrate and are keen to recall and talk about what they did. Consequently, children's understanding and their language development is well-promoted. Good quality teaching from the childminder supports children's effective learning.

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

Prior to children starting in her care, the childminder gathers information from parents about children's likes and dislikes. She adopts their individual home routines to support continuity of care for children. This means that they settle well and form secure

attachments with her. Children demonstrate that they are happy and enjoy playing with the childminder. They laugh and cuddle close to her as they read stories together. Children demonstrate that they feel safe and secure in the childminder's home and independently initiate their own play. This is because resources in the indoor environment, that are freely available to children, are at low-level to support those making choices about their play. The childminder regularly rotates the indoor resources, in order to provide new interest and challenge for children. However, there is scope for the childminder to further promote children's creative thinking in outdoor play, by providing a range of varied stimulating resources to enhance imaginative play experiences.

The childminder acts as a positive role model and is sensitive to children's individual needs. She sets high expectations for all children and encourages them to take turns and be kind to each other. For example, the childminder encourages children to share a book they are both interested in, by laying it across the middle of their laps as they sit side by side. She is consistent in supporting children in understanding boundaries for appropriate behaviour and consequently, they play well together. The childminder uses praise, distraction and appropriate explanation well to support children's understanding and their social skills. For example, she says clearly 'Don't push, good girl, or he'll fall', which means children are supported in managing their behaviour. The childminder has clear and consistent boundaries that children understand and respect. For example, when walking in the local community, young children wear wrist straps and hold the side of the pram to support their safety. The childminder explains to children about walking carefully on the pavement and stopping at the kerb to look and listen for cars before crossing the road. Children take part in regular fire drill practises to learn how to behave in the event of an emergency. Consequently, they are learning about how to keep themselves and others safe.

The childminder provides meals that are nutritious and homemade, which supports children's health. Children are encouraged to eat fresh fruit, which helps them to understand about making healthy choices from a young age. The childminder respects home routines and explains that she adapts her food provision to support individual children's needs. Children visit soft play centres to develop their climbing and balancing skills and learn about taking acceptable risks in their play. They exercise in the fresh air, as they run and play in the park, which supports their good health and well-being. The childminder encourages children to be independent where possible. For example, they wash their own hands as they learn to manage their personal needs and try and put on their own shoes before going outside. Children help to put toys away which means they learn about keeping the environment safe and to respect the resources they play with. The childminder enhances children's learning by accessing facilities in the local community. For example, children attend local playgroups to develop their confidence and friendships with others. This supports children's social development and means they are acquiring the personal skills to help their future moves onto nursery and school.

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

Children's safety is well-promoted because the childminder has a good knowledge of the safeguarding and welfare requirements. She shares her extensive policies and procedures with parents and these are implemented through effective practice. Detailed risk assessments are used to minimise potential hazards for children in the home, garden and for outings, which maintains a safe environment. The childminder has a good understanding of child protection procedures. This means that she knows the correct procedures to follow should she need to make a referral to help protect children from harm.

The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage. She holds a relevant qualification at level 3 and uses her knowledge of how children learn to provide good quality experiences, across all areas of their development. She plans appropriate next steps in learning and tracks children's development over time to monitor their individual progress. This means that she is able to seek early intervention to support children's development through effective discussion with parents and referrals to outside agencies. Consequently, children with special educational needs and/or disabilities receive appropriate individual support and make good progress in their learning from their starting points. The childminder has developed effective links with local schools to aid continuity in learning for children. However, links with other providers of the Early Years Foundation Stage, that children also attend, are not fully robust. This means that opportunities to support continuity of learning for children who attend more than one setting are not maximised.

The childminder is experienced and demonstrates a desire to keep her extensive knowledge up to date by attending regular training. She is a member of a local childminding network and goes to meetings so she can exchange good ideas with other childminders. The childminder also receives support from local authority advisors. She has acted on both recommendations made at her last inspection. This shows that she has a desire to continuously improve the service that she provides. The childminder reflects on her strengths and weaknesses through effective self-evaluation. This enables her to identify realistic priorities that are meaningful and achievable. For example, she wants to improve her technology skills to implement electronic learning records for children. This will strengthen further effective communication with parents to aid continuity in children's learning. The childminder gathers parent's views from verbal discussions and questionnaires. Parents comment that they are well-informed and that the childminder provides a 'great service, is flexible and very helpful'.

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	322797
Local authority	Wigan
Inspection number	962165
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	13/03/2013
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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