

Inspection date

Previous inspection date

13/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 fosters children's well-being through a well-planned admission process and through the good partnerships she has developed with parents. This enables her to meet children's care and learning needs effectively and consistently.
- The childminder provides a stimulating, extensively resourced play environment and supports children to make good progress through the provision of a wide range of interesting, purposeful play and activities.
- The childminder is highly motivated to provide a well-organised provision, which securely meets all legal requirements and keeps children safe. She reflects on what she provides and plans appropriately so that the provision continually improves and continuously meets the needs of individual children.

It is not yet outstanding because

- Occasionally, the childminder intervenes too quickly to show children how to complete activities or use tools. This means that sometimes children do not have the best opportunities to find out how to do things for themselves.
- Recently established expert methods to support children who are new to the setting and who are learning English as an additional language, are not yet embedded enough to have the best possible impact on helping them understand routines and what is expected of them.

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 saw the areas of the premises used for childminding and observed play and activities in the lounge and conservatory.
- The inspector spoke with the childminder at appropriate times throughout the inspection and she discussed observations of children's activities and their learning.
- The inspector looked at a selection of documents, including operational and children's records, and the childminder's self-evaluation form.
- The inspector checked evidence of the suitability of the childminder, including required training certificates.

Inspector

Angela Rowley

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 partner and three children aged two, eight and 10 years in the Orrell area of Wigan, Greater Manchester, close to shops, schools and public transport links. The whole of the ground floor is used for childminding, which includes two reception rooms, a computer room, a conservatory which is used as a playroom, the kitchen and toilet facilities. There is an enclosed area available for outdoor play. The family has a pet dog. There are currently three children on roll; two of whom are in the early years age group and attend for a variety of sessions. The childminder supports children who speak English as an additional language. She takes children to, and collects them from the local nursery and primary school. She attends groups and visits local parks with the children. The childminder provides care each week day, all year round with the exception of personal and public holidays.

What the setting needs to do to improve further

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

- allow young children more uninterrupted time to explore, particularly during planned activities, in order to further increase levels of engagement and provide children with the best possible opportunity to develop the characteristics of effective learning by finding things out for themselves
- extend the use of the expert strategies beginning to be implemented to support children learning English as an additional language to better understand what is expected of them, by using a wider range of non-verbal cues, including photographs, illustrated timelines of daily routines and sequences of everyday activities.

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 children learn through play and she uses this as a basis for the activities she provides and in her interactions with them. As a result, she uses some secure teaching strategies to promote learning across the Early Years Foundation Stage. She is also developing her expertise in using specific strategies to support children learning English as an additional language. Her well-organised provision supports children's learning and development right from the start. The childminder develops secure working relationships with parents, facilitated through a well-planned settling-in procedure. She uses information from parents about what their child can

already do to plan how to meet children's needs in a continuous way. This includes key words in their home language with which young children are already familiar to enable the childminder to support their communication and understanding. The childminder provides parents with a copy of the development tracker that she uses, which enables them to contribute their own observations and assessments of their child's achievements. She uses this information when she periodically plans how to support children's next steps in their learning. She tracks and reports on the progress children make and this helps both her and parents see how well children are achieving or where they might benefit from additional support. The childminder has not yet needed to implement the progress check at age two, although, she has a secure understanding of its purpose and is well placed to carry it out to good effect, so that it plays a full contribution to the healthy child review when she is required to do so.

The childminder uses her secure knowledge of how children learn to make the most of routines and play to challenge children and to shape her interactions with them in order to help them gain the key skills required for the next stage in their learning. For example, she takes children to carefully chosen 'stay and play' and activity groups to enhance the opportunities for them to build relationships with others. She provides relevant equipment to support specific stages of development, for example, sturdy push-along toys for babies who are developing their walking skills. The childminder uses what she knows interests children to motivate their engagement. For example, having observed how fascinated children are using technology, she provides an investigation bag in which she places interesting items to investigate, such as a small hand-held fan and a torch. Additionally, having observed a child's interest in splashing in puddles and enjoyment of water, she provides a water drawing mat to promote their interest in making marks. As a result, children begin to explore how marks are made with their fingers and the childminder extends this by providing a range of brushes. Consequently, children are keen to engage in a range of stimulating and purposeful activities. Occasionally, however, the childminder does not give children sufficient time to find things out for themselves before showing them how to use tools or participate. Sometimes this means children do not get the best from the otherwise well-planned opportunity for learning.

The well-organised and highly enabling environment ensures that all areas of learning are promoted effectively. Children are highly motivated to play and explore because the childminder provides a wide range of developmentally-appropriate toys and equipment. These are continually accessible in a conservatory which is designated as a playroom. Children are intrigued by everyday objects provided to enhance their play, for example, a small clothes peg hanger, which supports role play. Children explore its possibilities; rattling it to make sound, and when shown they squeeze the pegs to open them, which helps develop their fine motor skills. These interesting items promote children's curiosity which helps them begin to develop the attitudes they need as effective learners in school when the time comes. Children enjoy singing and music and demonstrate their highly developed technology skills when they independently operate an electronic tablet to play their favourite songs and rhymes as they eat snack together at the table. The childminder effectively uses technology in other appropriate ways, for example, to provide children with sounds and images of music and dancing to support Chinese New Year activities. She also effectively uses music and singing as a medium for supporting communication and language development. For example, she helps young children learn the word labels for

parts of their body when she routinely sings songs, such as 'heads, shoulders, knees and toes'. She also supports numbers for counting through favourite number rhymes and songs. Very recently, the childminder has started to develop her expertise in supporting children who are learning English as an additional language and is beginning to use some words in their home language to reinforce their understanding in English. However, occasionally the childminder's communication is too complex to provide the best possible support to develop their very early understanding.

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

The childminder makes the most of settling-in sessions to gather useful information from parents before children start. This ensures a smooth transition into the setting. This also ensures that children's cultural, personal and emotional needs are known and planned for. Children are happy and confident in the childminder's care. They have established close relationships with the childminder and her family. They play alongside each other comfortably and make their needs known. The warm and friendly relationships developed mean that children feel safe and are emotionally secure. Babies snuggle in closely for a cuddle when they wake from a sleep and toddlers approach the childminder easily to sit on her knee. This secure attachment allows children to use the childminder as a safe base from which to explore.

The childminder encourages children to be independent in line with their stages of development. She uses routines effectively to enhance children's ability to sit at the table for meals and snacks, to self-care and manage their own personal hygiene and physical needs and to get along with others cooperatively. Children access the bathroom with independence but under appropriate supervision. They are provided with equipment to support their independence and promote good hygiene, for example, individually coloured hand towels. The childminder promotes healthy eating by providing fruit and vegetables in meals and snacks every day and encourages babies to self-feed in developmentally-appropriate ways. The childminder takes the children to community activity groups which support their social confidence and growing ability to follow group routines.

Children generally behave well in the setting. The childminder provides consistent routines so children begin to learn what is expected of them. This consistency supports babies' emotional well-being. They know when they are placed in their pram with their comfort blanket that it is time for sleep and they settle very quickly. Older children understand routines, such as hand-washing prior to lunch. The childminder offers sensitive explanations to promote wanted behaviours, which usually work well. She has recently started to use some non-verbal cues to support children's understanding, such as playing the 'tidy up song' to help children begin to associate and encourage them to put toys away. However, these strategies are not yet fully implemented and sometimes, children who are learning English as an additional language do not fully understand what they are expected to do, which occasionally leads to some frustration. The childminder praises children to encourage them. Consequently, children new to the setting quickly understand 'thumbs up' as a positive sign. The childminder is vigilant with children and in her routines so children learn safe practices from an early stage. She securely fastens children in their highchair during meals and reminds children about being careful on the step. She risk

assesses with care, offering appropriate levels of supervision while encouraging children to operate independently. This focus on their physical, personal, social and emotional development helps them be ready for school when the time comes.

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

The childminder is fully aware of her responsibilities to safeguard children. Her provision is organised well. She keeps all the required records along with others, which help to keep children safe, protected and supported. She is knowledgeable about the procedures to take should she have concerns about any children in her care. As a result, children are helped to be kept safe from harm or abuse. The childminder risk assesses her home, outings and considers children's individual needs carefully in this process. For example, making sure babies can sleep quietly in another room while still closely monitored. She puts effective measures in place to minimise any potential hazards.

The childminder monitors children's development regularly and completes summative assessments, which she shares with parents. Consequently, it is clear how well children are already progressing towards the early learning goals based on their starting points and any gaps in learning are easily identifiable. The childminder adapts her provision to meet individual children's needs. She is also reflective and uses self-evaluation to help her improve. She uses the support of the local adviser and link childminder well and because she knows what good practice looks like, she is able to identify strengths of her provision and things that can be further developed. Since registration, the childminder has transformed her home to become a welcoming and stimulating learning environment for children, using continuously accessible equipment and areas of learning to enable children to play independently and respond to their curiosity. She has started to make improvements to her garden so that it can be used as a continual learning environment and she has been well motivated to develop her understanding of the expert strategies she needs to introduce to support children who speak English as an additional language. Furthermore, she has already booked on further training and is well motivated to establish a programme of professional development. This demonstrates the childminder's clear capacity to continually reflect on and improve her provision for children.

The childminder works well with parents, and partnerships are given high regard. She communicates very effectively using daily diaries. This ensures that parents are fully informed of children's care and of planning for children's learning and ways to contribute to it. This supports a consistent approach for children and enables the childminder to deliver an individualised and highly inclusive provision for all children. Parents express satisfaction with the service they receive and comment on how well children have settled, the good communication and of the positive impact on children's development. Parents typically comment that 'children are always happy to be going'.

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	EY467643
Local authority	Wigan
Inspection number	944989
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	3
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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