

## Inspection date

Previous inspection date

07/07/2014

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 uses a clear observation and assessment system to help her promote children's good progress and plan a range of purposeful learning experiences.
- The childminder is fully committed to ensuring she is up to date with all aspects of training and professional development. As a result, children's safety is promoted and they experience a good quality learning environment.
- The childminder promotes the children's welfare as she meets the safeguarding requirements effectively.
- Children receive the individualised support they need because the childminder works effectively in partnership with parents.

### It is not yet outstanding because

- There is scope to enhance children's love of books by providing them in all areas to support and extend children's ideas during play.
- Children's wider understanding of the relevance of daily healthy lifestyle practices is not promoted to the full.

## 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 activities and interaction between the childminder and the children during play.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at documents relating to the Early Years Foundation Stage provided by the childminder, including children's assessment records.
- The inspector carried out a joint observation with the childminder.

## Inspector

Joanne Ryan

## Full report

### Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged 11 and nine years in a house in the Hindley area of Wigan. The whole of the ground floor, one bedroom on the first floor and the rear garden are used for childminding. The family has two cats as pets. The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools. There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays.

### What the setting needs to do to improve further

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

- provide children with books in all areas of play to enable them to understand that print carries meaning and so that they can extend their ideas during play
- build on the opportunities for children to increase their awareness of the relevance of healthy lifestyles. For example, by talking to children about the effects of exercise and the impact of food on their bodies.

## Inspection judgements

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

The childminder has a good knowledge of how children develop and learn. She provides a wide range of activities and experiences that give the children many opportunities for independent play and learning. Consequently, they are making good progress in all areas of their development. Children choose between the indoor and outdoor environment so they can play where they learn best. In the outdoor area children enjoy riding on trucks developing their large physical skills. There are opportunities indoors and outdoors for children to make marks, which supports them in their early writing skills. Children explore a range of textures, such as sand and water and the childminder introduces mathematical language, such as 'heavy' and 'floating', which supports children's understanding of shape, space and measure. The childminder provides children with bags full of paint, which they enjoy squeezing and squashing enhancing their exploration skills.

Using starting points from discussions with parents and detailed feedback, the childminder is able to build on what children know and extend their learning. The childminder regularly shares children's progress with the parents through daily discussions and provides them

with a photocopy of the children's next steps in learning so they are able to continue the learning at home. Therefore, a consistent approach is created. The childminder completes ongoing observations of the children, which allows her to provide activities and experiences that enhance learning and supports children to make good progress. The childminder maintains a record of individual children's learning. This record contains observations in both written and photographic format and the children's personal planning. The clear procedure enables the childminder to target learning in the areas of greatest need.

The childminder demonstrates an awareness of how to support children with special educational needs and/or disabilities. She is knowledgeable about which agencies to consult and the process of assessment. As a result, all children are supported in making good progress over time, given their starting points. The childminder plays alongside the children and is constantly encouraging them to talk and develop their vocabulary. Children enjoy looking at familiar books with the childminder and point to familiar pictures, then the childminder talks to them about the pictures, which supports them to make good progress in communication, language and literacy. However, there is scope to extend the interest in books into all areas of play in order to support children to extend their ideas and understand that print carries meaning. Regular visits to local play sessions gives children the opportunity to play with other children and develop friendships, which helps them in developing their social skills and to be ready for their next stage in learning.

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

The childminder has established strong and secure attachments with children in her care. Her sensitive and calming approach means children are happy and content as they play and seek resources that stimulate their interests. The childminder respects children's views, and values their opinions as she consistently offers them choices. For example, children choose between an orange and a banana for snack, and decide how they will use different resources to support them in their play. Therefore, children are emotionally well prepared for their next stage of learning. The childminder gathers a range of information from parents and children visit a number of times before they start. This supports a smooth transition process and supports children's emotional well-being. She discusses the children's routine with parents daily and ensures that all parents understand what they have been doing throughout the day through the use of a daily diary and conversations.

The childminder sets clear and consistent boundaries for children, thus helping them to manage their behaviour. She fully understands the developmental needs of all the children. For example, she explains how younger children sometimes get frustrated and she has implemented a number of strategies to support children in behaving appropriately. Therefore, children are learning about the impact of their actions. The childminder offers the children lots of praise and encouragement, which boosts their confidence and self-esteem. The childminder gives clear explanations to the children to support their understanding of risk. For example, when a child tries to take a door stopper off the door, the childminder explains that it needs to be left on so fingers do not get trapped.

The childminder promotes good hygiene and independence. She gives young children face cloths to clean their own hands and face before snacks. The childminder provides children with healthy snacks and freshly cooked meals and ensures meal times are a pleasant, sociable time where they all chat together. She supports and encourages young children to learn how to eat independently enhancing their self-care skills. Children have many opportunities to access fresh air and undertake exercise, which contributes towards a healthy lifestyle. The childminder has started to educate the children about healthy lifestyles, for example, she has grown potatoes with them. However, there is scope to extend this further so children can begin to understand about the impact of food and exercise on their bodies.

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

The childminder demonstrates a good understanding of her safeguarding responsibilities. She has an up-to-date policy, which outlines the procedures in place in the event of a safeguarding concern. The childminder undertakes a risk assessment of her home and of outings and puts effective measures in place to minimise any potential hazards. For example, children practise fire drills so they know what to do in the event of a fire or an emergency. The childminder has an up-to-date first-aid qualification so she is able to respond to accidents and injuries swiftly. The childminder vigilantly checks the identification of visitors and keeps a written record of them. She implements a clear mobile phone policy in order to protect the children in her care.

The childminder ensures that her planning, observations and assessments meet children's individual interests. She monitors their development regularly and completes summative assessments. Consequently, it is clear how well children are progressing towards the early learning goals and any early intervention required can be easily identified. The childminder is committed to keeping herself up to date. Although she has only been minding a short period of time she has attended several courses, which have enhanced her knowledge of how children learn. The childminder reflects on her practice, the environment and her resources continually. She is fully aware of her strengths and areas to improve and has sought the views of others to support her in continually improving. She strives to provide the best she can for children, using her improvement targets to help her achieve this.

The childminder works with the local authority and network childminder to gain advice on ways in which she can improve her provision. She has worked collaboratively with others to identify a range of methods she can use to meet the individual needs of children. For example, she has reviewed and improved her methods of communication with children. The childminder has established good relationships with other settings the children attend. She gathers information detailing what children have achieved and uses this to plan challenging activities. Parents questionnaires demonstrate their satisfaction in the care and learning their children receive from the childminder.

### **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

<b>Unique reference number</b>	EY466959
<b>Local authority</b>	Wigan
<b>Inspection number</b>	950994
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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