

Inspection date

Previous inspection date

26/08/2014

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 has a good knowledge and understanding of how children learn. As a result, she plans exciting and interesting activities, which challenge the children and meet their individual needs.
- The childminder has established strong bonds and attachments with the children and their parents. As a result, children's emotional well-being is met and the parents are happy with the care and learning experiences, which their children are receiving.
- Arrangements for safeguarding children are effective and clear policies and procedures are implemented well. The childminder regularly refreshes her knowledge and understanding to ensure this is accurate and current.
- The childminder has in place good systems for reflecting on her practice and professional development. As a result, her quality of teaching is good and the children in her care make good progress.

It is not yet outstanding because

- There are fewer opportunities for children to see print throughout the indoor and outdoor environment to encourage their emerging interest in language and literacy.

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 in the indoor and outdoor environment.
- The inspector held meetings with the childminder.
- The inspector looked at observation and assessment records of the children.
The inspector checked evidence of suitability and qualifications of the childminder
- and adults coming into contact with the children, the childminder's self-evaluation and improvement plan.
- The inspector took account of the views of the parents.

Inspector

Suzanne Fenwick

Full report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged nine years in a house in Wigan. The whole of the ground floor and the rear garden are used for childminding. The childminder attends a toddler group 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 three children on roll, one of whom is in the early years age group and attends for a variety of sessions. She operates all year round from 8am to 6pm, 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:

- introduce more print into the environment, such as signs, labels and posters, to further extend the children's early language and literacy skills.

Inspection judgements

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

The childminder has a good knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. The childminder's quality of teaching is good. Children learn through interesting and challenging activities, which are purposefully planned to meet the individual needs of each child. For example, the childminder has organised a water activity based on the children's emerging interest in feeding the fish. Children enjoy experimenting and exploring in the water, which has been resourced with different sized stones and pebbles and small world resources, such as toy fish and small sieves. The childminder supports the children by repeating key words, such as 'splash', and modelling vocabulary and language. She allows children to lead the activity and encourages them as they introduce additional resources in to the play, such as shells, cones and leaves. The childminder extends this activity by talking to the children about which objects float and sink. The indoor and outdoor environment is stimulating, exciting and well organised into areas of continuous provision, which are effectively linked to all the areas of learning and development. There is a range of resources, which are accessible to all children, enabling them to independently select what they want to play with. However, the environment does not fully support opportunities for children's emerging language and literacy skills through exposing them to a variety of print.

The childminder knows children very well in this friendly setting and has a child-centred philosophy, which puts the child at the heart of what they do. She takes responsibility for maintaining a development file for each child. This contains observations of the children throughout their time at this setting. As a result, the childminder plans next steps in

learning, which are suitably challenging and meet the individual needs of each child. The childminder has high expectations for all children based on accurate initial assessments that are gathered on entry and ongoing assessments, which she uses effectively to get to know the children's interests and learning styles. The childminder involves parents at all stages of the children's assessment and encourages them to share their observations of their children's learning and development at home. As a result, the assessments gathered are precise. The childminder provides children with a wide range of opportunities, activities and experiences to promote their physical skills. For example, children have ample opportunities to play outdoors and enjoy the opportunity to use different resources, such as bicycles, slides and swings, as well as being actively involved in planting herbs and vegetables. Children also enjoy the opportunity to participate in a baking activity. The childminder supports children as they mix the ingredients. She discusses with them the quantities required and allows children to choose the colour food dye they wish to use and explains how much they should add. As a result, children are beginning to learn new mathematical vocabulary and concepts. Consequently, children in the setting are making good progress and they are well prepared for their next stage in learning and school.

Children enjoy the opportunity to attend a variety of classes at the children's centre, such as toddler groups. As a result, they are being supported to interact with others and explore new situations. The childminder works effectively with the wider early years team in the local primary school. Therefore, children are supported in their move between settings. The childminder has developed good relationships with a network of local childminders enabling her to share best practice. She has established effective partnership arrangements with the parents and provides verbal and written feedback regarding the children's learning experiences. Parents are encouraged to review their children's development files on a monthly basis. The childminder provides resources for the parents to support them to promote their children's learning at home, such as recipes, to encourage them to cook together and stories, which they can share together.

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

Children are making strong attachments and bonds with the childminder and their emotional well-being is consistently supported. The process to help children settle into the setting is effective. New parents and children are invited in for an initial visit together. There is then a gradual admission for new children to ensure that the move into the setting is smooth. The settling-in period is tailored to meet the individual needs of each child and their parents, if required, to ensure that the child's individual needs are being met. As a result, children demonstrate that they feel safe and secure within this setting. Upon entry to her setting, the childminder takes time to complete a registration form and 'All about me' form with the parents, which provides the childminder with detailed and meaningful information on the children's care routines, health requirements, allergies, special dietary needs and food preferences.

The childminder adopts positive behaviour management techniques and provides the children with clear guidance and positive reinforcement on what is acceptable behaviour. Younger children respond well to a few appropriate boundaries, with encouragement and support. Children are being supported to manage their own behaviour because the

childminder explains to them the importance of tidying up when they have finished with an activity. As a result, children are demonstrating a secure level of understanding of the behavioural expectations, appropriate for their age and demonstrate good self-control. Children are getting to know and enjoy daily routines, such as mealtimes and nappy times because the childminder talks to them about what is happening now and next. The childminder supports children's emotional well-being through the use of props and regular discussions about feelings and emotions, in particular, any fears or anxieties they may have prior to starting school. As a result, children are beginning to understand their own emotions and feelings and those of others are emotionally well prepared for their next stage in learning. Children are learning to follow routines as they have time for play before snack and sleep time. The childminder is encouraging children to learn about keeping themselves safe through regular discussions about road safety during their walk to and from school. Children are also actively involved in regular fire evacuation drills and have been visited by the fire service. As a result, they are learning about safety and people, who help us as well as engaging with the local community. Children know how to take sensible and age-appropriate risks in their play as they are given a chance to engage freely in adventurous play, such as using climbing equipment available in the childminder's garden and at the local park. The childminder supports children to learn to assess their own skills and match them to different environments.

The childminder supports younger children through explaining about hygiene and encouraging them to wash their own hands after messy play and before mealtimes. The childminder provides children with home-cooked, healthy and nutritious food and ensures that all mealtimes are sociable. The childminder sits with the children while they are enjoying a selection of fruit and vegetables for snack. As a result, the childminder demonstrates the importance of healthy eating and uses this time effectively, to talk to children about the different foods, which they are eating. Therefore, children are developing a good knowledge of different food choices. Younger children demonstrate their independence as they drink out of cups without spilling. Children have access in all weathers to the outdoor area where they enjoy fresh air and regular daily exercise.

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

The childminder has a good knowledge of safeguarding practice, including the role of the Local Area Designated Officer and the circumstances when she would need to contact them. The childminder has attended appropriate safeguarding training. As a result, she is aware of her responsibilities and knows what to do and who to contact in the event of a cause for concern. Policies and procedures are concise and there is a safeguarding statement, which is made available to all parents. Risk assessments and daily checks of this setting are thorough. As a result, hazards are promptly identified and minimised or removed. Accident recording and reporting procedures meet requirements, which ensure that children are well protected within a safe and secure setting. Children are constantly well supervised to ensure they remain safe. Appropriate checks are carried out on all adults living in the childminder's home. This ensures that anyone having access to the children is suitable. The childminder is trained in paediatric first aid, therefore, she is able to deal with emergencies. She has in place records of the children attending and their

attendance patterns. There is also a daily register where the childminder records the attendance of all children. The childminder has in place valid public liability insurance.

The childminder has a good knowledge of the Early Years Foundation Stage and her responsibilities to meet both the welfare requirements and the learning and development requirements. There are effective systems in place for evaluating and reflecting upon activities, which ensures the childminder maintains a good quality of teaching. The childminder has in place a training plan, which supports her to continuously improve her professional practice. She regularly reflects on her practice and provision and is regularly setting targets for improvement and striving to achieve these to ensure that her setting is continuously improving. For example, she identified the need to establish relationships with other local childminders to enable her to share best practice and support her continuous professional development. She has actively worked to achieve this and is now part of a childminding network. As a result, she has been able to make improvements to different areas of her provision, such as making her observation and evaluation process more effective.

The childminder has a good understanding that developing strong relationships with parents and other external agencies has a significant impact on children's learning and development and the care, which she provides. The childminder builds and maintains partnerships with parents through taking time each day to discuss their children's learning experiences and achievements, as well as their care needs. Parents written comments speak highly of this setting and the childminder. There are effective partnership working arrangements between the childminder and the primary school in preparation for children making the move between settings. These are well established and contribute to meeting the children's needs and preparing them for the next stage of 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY457355
Local authority	Wigan
Inspection number	922436
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	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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