

## Inspection date

Previous inspection date

29/08/2014

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 quality of teaching is good and in some cases outstanding. The childminder has a secure knowledge and understanding of how to promote the learning and development of young children. As a result, she is planning interesting and exciting activities, which are challenging the children.
- The childminder has developed strong bonds and attachments with the children. Consequently, their emotional well-being is supported and the children are developing their independence.
- Partnership arrangements with parents and other professionals are strong. Parents speak highly of the setting and the care and learning experiences, which their children receive.
- 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 monitors and evaluates her practice and provision to ensure she is continuously making improvements to the experiences available for children.

### It is not yet outstanding because

- Younger children do not always have enough opportunities to freely make marks during their independent play.

## 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 conducted a joint observation with the manager.
- The inspector held meetings with the manager.
- The inspector looked at observation and assessment records of the children.  
The inspector looked at the childminder's qualifications and checked evidence of suitability of all adults in the home. She also looked at the childminder's self-evaluation and improvement plan.
- The inspector took account of the views of the parents spoken to on the day.

## 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 partner and child aged eight years in a house in Wigan. The rear garden, purpose built playroom and the whole of the ground floor, except the living room, are used for childminding. The family has two dogs 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 and pre-schools. There are currently eight children on roll, five 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 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:

- enhance children's opportunities to freely make marks through the provision of everyday resources and activities, for example, by providing a wider range of resources and purpose for writing, such as in the role-play area.

## Inspection judgements

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

The childminder's quality of teaching is good and in some cases outstanding. She has a good knowledge and understanding of how to promote children's learning through planning educational programmes, which meet the individual needs of each child. For example, the childminder organises a play dough activity for a small group of children. She uses this opportunity to sing songs with the children and models vocabulary and sentence structures. The childminder comments on what the children are doing with their dough. She encourages them to explore the texture in different ways, such as rolling and squashing it using their hands. The childminder supports the children during their play by offering support and guidance through sensitive interventions. As a result, children in the setting are making good progress towards the early learning goals. The indoor and outdoor environment, throughout the setting, is stimulating, exciting and well organised into areas of continuous provision, which are effectively linked to all the areas of learning. There is an extensive range of resources, which are accessible to all children, enabling them to independently select what they want to play with. However, children do not always have sufficient mark-making materials, such as in the role-play area, to enable them to freely make marks during their independent play.

The childminder knows the children very well. She interacts with the children as they play and intervenes sensitively to enhance activities, in order to extend their learning. The

childminder takes responsibility for maintaining a development file for each child. This contains observations of the children throughout their time with her. The information gained from observations is used to effectively plan for the next steps in children's learning to meet their unique needs. The childminder ensures that she carries out these next steps and follows up with further observations. Consequently, children are working comfortably within the typical range of development expected for their age. The childminder has high expectations for all children based on accurate initial assessments, which are gathered on entry and agreed with parents and through ongoing assessments. The childminder has in place an effective system for carrying out the progress check for children aged between two and three years. The written summary is shared and agreed with parents. The childminder tracks all children's progress on a monthly basis and as a result, any gaps in learning are identified early and appropriate support is sought. The childminder provides children with a wide range of activities and experiences to promote their physical skills. For example, children have ample opportunities to play outdoors. They also have access to a slide and tunnel indoors, which the childminder sets up in response to their request. As a result, children are interested and keen learners.

The childminder works effectively with the early years team in the local primary school, as well as local nurseries where some of the children attend. She has established strong relationships with the teachers and nursery practitioners and shares information regarding children's learning and development. As a result, the childminder is able to provide continuity of learning. The childminder has established effective partnerships 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 regular basis. Also, the childminder provides useful prompts for the parents to encourage them to promote their child's learning at home. Parents express that the childminder provides them with information about their child's learning experiences in her setting as well as forwarding information on from school and nursery. As a result, parents are kept well informed about their child's progress. Overall, children gain the necessary skills to support their future learning.

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

Children form strong bonds with the childminder and they are happy and content in her care. She provides a warm, homely environment, which significantly helps children to feel relaxed and emotionally secure. The childminder ensures that children are making strong attachments and bonds with her and that their emotional well-being is consistently supported. She recognises when they need reassurance and comfort and children happily approach her for cuddles and hugs when they are tired. 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 for each child and their parents to ensure that the child's individual needs are being met. As a result, children demonstrate that they feel safe and secure within the setting. Parents complete a registration form and 'All about me' form for their child on entry. This provides the childminder with detailed and meaningful information on the child's care routines, health requirements, allergies, special dietary needs and food preferences. Parents express that they are very happy with the

childminder and her setting and state that she provides plenty of support and reassurance for them. As a result, relationships are strong.

The childminder teaches children about road safety on their walk to and from school. She also provides the children with plenty of opportunities to manage their own risks through everyday play opportunities, such as using the trampoline in the outdoor environment and the climbing equipment in the local park. As a result, children are learning how to keep themselves safe. The childminder adopts positive behaviour management techniques and provides children with clear guidance and positive reinforcement on what is acceptable behaviour. Children are supported to manage their own behaviour because the childminder explains to them the importance of sharing and taking turns. As a result, children are demonstrating a secure level of understanding of the behavioural expectations, appropriate for their age and they demonstrate good self-control. The childminder takes children to groups and on outings and as a result, they learn how to adapt their behaviour to different social situations. She supports children's emotional well-being through regular discussions about feelings and emotions. As a result, children are beginning to understand their own emotions and feelings and those of others. She gives them lots of praise and encouragement, which builds their self-esteem and confidence and prepares them emotionally for the transition to nursery and school. Children are learning to follow routines as they are encouraged to tidy up after activities and before snack and mealtimes.

Children are progressing well in the setting as they are encouraged to be independent and manage their own personal care needs where appropriate. For example, the childminder encourages older children to go to the toilet independently and wash their own hands thoroughly without needing to be prompted. She also offers sensitive reminders about the importance of washing hand for younger children. The childminder encourages children to independently clean their hands before snack and mealtimes. She provides children with home-cooked, healthy and nutritious food and ensures that all mealtimes are sociable occasions as she sits with them. She demonstrates the importance of healthy eating and uses this time effectively to talk to the children about the different foods they are eating. Therefore, children are developing a good knowledge of healthy food choices. A great emphasis is placed on children having regular exercise and fresh air regardless of the weather. Good attention is given to promoting children's physical development in the garden, park, countryside and at community groups. This enables children to gain good control and coordination of their bodies as they grow and develop.

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

The childminder demonstrates a good knowledge and understanding of her responsibilities to meet the safeguarding and welfare requirement of the Early Years Foundation Stage. This is because she attends regular training to help her implement robust policies and procedures for keeping children safe. The childminder understands her responsibilities to safeguard children. For example, she demonstrates her knowledge of the procedures to follow should she have a concern about a child's welfare. The childminder has a current certificate in first aid, in order for her to deal with any minor illness or injury. She

maintains records of accidents, illnesses and attendance and offers information for emergency services to contact parents, should an emergency situation occur. She ensures all doors are securely locked and that all visitors are signed into a visitors' book. Consequently, children are kept safe from harm. Comprehensive risk assessments, including those for outings and her pets and daily checks of the safety measures that have been put in place are carried out. This ensures that children continue to be 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 associated with the childminder.

The childminder has a good knowledge of the Early Years Foundation Stage and her responsibilities in meeting both the welfare requirements and the learning and development requirements. She holds a foundation degree in early years and is successfully using her knowledge and skills to promote children's learning in her childminding role. There are effective systems in place for evaluating and reflecting on activities, which ensures the childminder is maintaining a good quality of teaching. She has high expectations of the children and they show very positive attitudes towards their learning through play. Consequently, they are making good progress towards the early learning goals. 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 the setting is continuously improving. For example, she has identified the need to make improvements to the resources in the outdoor area, which she has achieved. As a result, children benefit from an enriched outdoor learning environment.

The childminder has a good understanding that developing strong relationships with parents and other external agencies has a positive 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 child's learning experiences and achievements, as well as their care needs. Parents speak very highly of the setting and the childminder. Useful information about the Early Years Foundation Stage and planning of activities is displayed on the walls to inform parents of forthcoming activities planned for the children and how they can contribute to these. Written comments from parents in questionnaires are positive. 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	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY446409
<b>Local authority</b>	Wigan
<b>Inspection number</b>	895053
<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>	8
<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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