

<b>Inspection date</b>	08/09/2014
Previous inspection date	14/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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## **The quality and standards of the early years provision**

### **This provision is good**

- Children's learning is purposefully promoted as the childminder constantly adapts her teaching, to ensure all children are included and activities are tailored to meet their individual needs.
- The childminder provides a safe, warm and welcoming family home where children feel emotionally secure and learn effectively through play and exploration.
- Children are safeguarded as the childminder has a strong understanding of her responsibility to protect children in her care. She uses clear policies and her own good practice, to promote children's safety and well-being.
- Children benefit because the childminder is motivated and shows a very positive attitude towards continually developing her practice.

### **It is not yet outstanding because**

- There is scope to further strengthen the information gathered from parents at the outset of care about their child's learning at home.
- The childminder does not make the most of the opportunities to encourage children to use their senses to explore a wide range of natural materials.

## 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 learning environments.
- The inspector held discussions with the childminder about the children's progress and achievements.
- The inspector viewed the children's development records.
- The inspector saw evidence of suitability and qualifications of the childminder, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents from references obtained by the childminder.

**Inspector**  
Layla Clarke

## Full report

### Information about the setting

The childminder was registered in 1997 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children aged 21 years, in the Tyldesley area of Astley, Manchester. The lounge and the kitchen/dining area on the ground floor and the bathroom on the first floor are used for childminding purposes. There is a rear garden available for outdoor play. There are currently 10 children on roll who attend for different sessions. Of these, two of the children are in the early years age range. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for 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:

- gather more detailed information from parents about their children's stage of development when they first start, to support planning to help children to make even better progress.
- provide greater opportunities for children to investigate and enjoy a wide range of sensory experiences.

## Inspection judgements

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

The childminder has a sound knowledge of how young children learn. Teaching is good because the childminder provides very interesting activities that encourage children to become confident learners, who spend their time productively. There is an effective blend of adult-led experiences and activities that children choose for themselves. In addition, children relish the opportunity to choose between indoor or outdoor play. The childminder has high expectations for children. Her ongoing observations and assessments successfully identify children's capabilities, interests and what they need to do to progress. As a result, activities are planned to securely build on what children know and can do. This also means that children are acquiring the skills, attitudes and dispositions they need in readiness for starting nursery or school. Children are eager to discover new things, learn to carefully listen and capably follow instructions.

Children are given opportunities to develop their early writing skills. For example, children are provided with white boards and pens to begin to form recognisable letters. The childminder effectively introduces young children to numbers during play activities and daily routines. For example, she encourages children to count the legs of the grasshopper, as they explore in the garden during a bug hunting activity and to count the toys back into

the box as they tidy up. Furthermore, as young children explore in the sand, she compares the sizes of the models and uses descriptive language to promote their understanding of mathematical concepts.

The childminder provides children with some opportunity to explore their senses through play activities, such as experimenting with cornflour and water to explore the textures. However, children do not regularly use a wide range of natural and sensory materials indoors to support their imaginative play. The children show an interest in toys with buttons and simple mechanisms. The childminder demonstrates how to make the buttons work to teach children how to operate them. Children copy the actions and are fascinated as they push buttons to see lights flash and the toys follow the programmed patterns.

Interaction between the childminder and children is very positive. The childminder is enthusiastic and demonstrates that she really enjoys the children's company. She takes an active part in learning experiences, which offer challenge and inspire children to develop their language skills. For example, the childminder encourages children to describe the animals from their favourite jigsaw puzzle, giving gentle prompts to encourage the use of their newly acquired language. The use of open questions encourages the children to join in conversations, share their ideas and develop their understanding of how verbal interaction takes place. This means that children communicate confidently and clearly. The childminder creatively uses the garden to extend children's understanding of the natural world and they delight in showing the tomatoes and courgettes that they have grown. Children are gaining an understanding of the effects of the weather as they decide to close the door to the tent, to prevent it from blowing over when it becomes windy. Children have fun riding around the garden on scooters and bikes and climbing in and out of the tent, which extends their physical skills.

Children benefit from the mainly effective partnership with parents. The childminder frequently shares her observations, accompanied by a delightful range of photographs, with parents. She is also fully aware of the requirement to work with parents to complete the progress check for children between the ages of two and three years. Parents are encouraged to become involved in their children's learning when the childminder shares with them the learning priorities and information about the activities she plans. Useful information is gathered from parents when children start. However, this does not always include enough information about children's learning and development on entry to her care, to enable the childminder to precisely track and monitor children's progress from the outset.

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

Children feel emotionally secure and very welcome in the childminder's home. They have a strong sense of belonging because the childminder is proactive in ensuring that they can easily access their personal belongings and feel comfortable. The welcoming, well-resourced environment provides a good range of easily accessible toys and play equipment, inside and outdoors. This builds children's self-esteem as they learn to make decisions for themselves. The effective settling-in sessions means that children are

supported well during the initial move from home. The childminder has a good understanding of how to support children's individual needs because she gains helpful information from parents when children start, about their interests and care routines. Children are successfully prepared for the transfer to nursery or school as the childminder teaches them independence skills, such as putting on their shoes. This is further supported as the childminder takes children on regular outings to childminder meetings, which are located in the local school. Consequently, children are able to develop and awareness of the new surroundings, in preparation for when the time comes for the move to school.

Children adopt healthy lifestyles as the childminder encourages children to be active. Physical play opportunities in the garden are very good and they visit local parks and take part in active play at the local play group. Children are very confident and self-assured and demonstrate a good understanding of the importance of hygiene routines and developing their self-care skills. For example, children independently wash their hands and use hand gel after outdoor play activities. They know where to find their shoes and coats and learn to put these on before going outside. Good choices of freshly prepared, well-balanced snacks are available. This means that children are consistently given good messages regarding making nutritious choices, which contribute to a healthy lifestyle. The childminder gathers important information about the children's medical needs or special dietary requirements to ensure they remain healthy and safe.

Children's behaviour is very good and is effectively promoted by the childminder, who sets clear boundaries and gently reinforces these on an ongoing basis. These boundaries are discussed with parents to ensure a consistent approach is adopted. Children are actively encouraged, praised and rewarded by the use of stickers. The childminder encourages children to move around independently and to take some risks in their play, but regularly reminds them about how to do this safely. She supports children in understanding the importance of clearing away some of the resources after they have used them, to help keep the environment safe and trip free. Children capably demonstrate that they know how to safely walk outside to the garden, anticipating the small step and the childminder teaches children about road safety during the planned outings. As a result, children learn about their personal safety and develop an understanding of risk assessing situations for themselves.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. All the essential documentation that promotes children's safety and welfare is organised and stored confidentially. The arrangements for the protection of children are robust. The childminder is well informed about child protection procedures and who to contact should she have a safeguarding concern. There are secure policies and procedures in place. Security systems, such as safety gates and the vigilant vetting of visitors, ensure that children are kept safe from unwanted intruders. Regular fire evacuation procedures are practised and clear risk assessments are carried out for the

premises and when children go on outings. This ensures that children are protected and enjoy a safe environment in which to play.

The childminder has a good understanding of using evaluation processes to monitor the quality of the educational programmes to support children's progress. All previous actions and recommendations since the last inspection by Ofsted have been addressed. Her self-evaluation accurately highlights the strengths in her provision and also identifies areas for further development. The childminder carefully tracks children's progress. This means she can easily identify if there are any delays or gaps in a child's development. The childminder has attended all of the mandatory training and fully understands the impact her childcare knowledge has on the quality of the provision and outcomes for children. Consequently, she is keen to continue her professional development and takes advice from local authority development officers during regular visits. She successfully implements this new knowledge into her practice.

Partnerships with parents and other early years professionals are good and promote continuity in children's care and learning. The childminder shares a large range of policies with parents to underpin the professional relationship. Parents sign clearly written contracts and consent agreements so they are fully aware of the care and business arrangements. Good quality feedback is provided each day to ensure that parents are fully informed about what their children have been doing. Parents are invited to share their views about the childminding service. They say they are impressed with the range of activities, really appreciate the progress that their children are making and comment on how dedicated and caring the childminder is.

### **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

<b>Unique reference number</b>	322592
<b>Local authority</b>	Wigan
<b>Inspection number</b>	877096
<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>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14/05/2009
<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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