

<b>Inspection date</b>	16/09/2014
Previous inspection date	06/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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## **The quality and standards of the early years provision**

### **This provision is good**

- Children are motivated by a well-resourced and accessible learning environment. Consequently, they are active and inquisitive learners who enthusiastically explore and investigate their surroundings.
- Children are well supported by the childminder who provides a good range of interesting and challenging experiences that are tailored meet children's individual learning needs. Consequently, children make good progress in their learning and development.
- Children are happy and settled, they enjoy loving and affectionate relationships with the childminder, who works closely with parents to ensure children's individual care needs are met.
- The childminder has a secure understanding of safeguarding and is able to implement effective child protection procedures to protect children from possible harm.

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

- Occasionally activities are hurried, which means children are not given enough time to process what they have learnt or to repeat experiences to consolidate their learning.
- The educational programme for mathematics has not been fully extended. For example, opportunities to promote counting through everyday routines and to raise children's awareness of numerals in the environment are not consistently developed.

## 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 play and learning opportunities presented in the playroom and observed interactions between the childminder and children.
- The inspector had a tour of the premises and spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journey records and a selection of written records and policies.
- The inspector checked evidence of suitability of adults living and working on the premises, the childminder's qualifications and self-evaluation form.
- The inspector spoke to a representative from the local authority.

## Inspector

Vickie Halliwell

## Full report

### Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives with her husband, her adult son and child aged 12 years in the Winstanley area of Wigan, Greater Manchester, close to shops, schools and public transport links. A designated playroom and adjacent bedroom on the ground floor and the family bathroom on the first floor are used for childminding. There is an enclosed area available for outdoor play. There are currently 11 children on roll, five of whom are in the early years age group and attend for a variety of sessions. The childminder holds a childcare qualification at level 3. She takes children to, and collects them from, the local primary school and pre-school groups. The childminder provides care each weekday, all year round, from 7.30am until 6pm, except Christmas and family holidays. The childminder has a pet dog who has limited supervised access to minded children. The childminder provides funded early education for two-, three- and four-year-old children.

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

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

- provide greater opportunities for children to pause, reflect, repeat and revisit activities in order to fully consolidate their learning
- enhance the educational programme for mathematics, for example, by providing opportunities for children to count for a purpose during every day routines and by raising children's awareness of numerals in the environment.

## Inspection judgements

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

The childminder has a secure understanding of the seven areas of learning. She supports children well and provides a good range of interesting activities and suitably challenging experiences. Consequently, children are active and inquisitive learners who are acquiring the skills, attitudes and dispositions they need to be ready for school. Children explore a well-presented and stimulating learning environment. They confidently and independently access resources of their choice. The childminder provide a broad and balanced educational programme, accessing toddler groups and activities to complement the provision within her home. Children's communication and language skills are well promoted. The childminder models language and provides children with lots of opportunities to use language for communication. She asks open questions which encourage children to think and talk about what they are doing. This helps develop their vocabulary, consequently young children practice and refine their use of simple sentences.

The childminder has recently completed training in order to develop the educational programme for literacy. As a result, children who are ready are encouraged to say and hear the initial sounds of words. However, the educational programme for mathematics has not been fully extended. For example, opportunities to promote counting through meaningful everyday routines and to raise children's awareness of numerals in the environment are not securely embedded.

The quality of teaching is good and the childminder is mindful of individual capabilities and possible developmental delay. As a result, activities are purposefully selected to help children develop the level of dexterity they need to hold a pencil and subsequently form recognisable letters. Supported by the childminder who appropriately positions herself alongside them as they play, children show sustained interest in planned activities. For example, children of all ages delight in the opportunity to shape and mould malleable materials, such as dough. With encouragement, younger children squeeze, pinch and press dough. Such actions help develop finger muscles and prepare children well for later life skills, such as writing. Older babies keenly observe the older children within the group who skilfully use a selection of tools to make patterns and cut the dough. They embrace new experiences, initially exploring the texture of the dough. Children's delight and determination is evident as they pause to absorb new techniques, before imitating the actions of the childminder and successfully cutting the dough into slices with a plastic knife. However, activities are occasionally rushed and children are not always given the time to fully consolidate and absorb what they have learnt, before they are encouraged to move onto the next activity.

Parents are well informed about their child's progress and are encouraged to share what they know about their child's learning at home. The childminder regularly observes and monitors what children can do and where they may need additional support. A progress check for children aged between two and three years is completed and where appropriate, early intervention is sought. The childminder refers to relevant guidance to help her assess children's current capabilities and identify priorities for future learning. Through discussion, the childminder demonstrates a secure knowledge of children's individual capabilities and provides a range of challenging activities, that help them make good progress in all areas of their learning and development. Details of children's starting points are identified through discussion with parents and recorded. Systems to monitor children's progression overtime are established and confirm all children are working comfortably within the typical range of development expected, given their starting points.

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

Children benefit from secure attachments with the childminder, which provides a strong foundation for their general well-being and future learning. The caring and supportive environment ensures children feel valued, safe and secure. Consequently, children demonstrate a strong sense of belonging as they move purposefully, making informed choices about how they spend their time. Care needs and routines are discussed and agreed with parents prior to admission. As a result, children settle quickly and benefit from consistent care that meets their individual needs. Children's self-help skills and emerging independence are well promoted by the childminder. For example, children routinely select

resources independently and are encouraged to help tidy toys away when activities are completed.

Children's good health is effectively promoted by the childminder who raises children's awareness of the importance of good personal hygiene. Children adopt a healthy lifestyle because they have regular opportunities to be active at the groups they attend and routinely play outdoors. This helps support and promote the development of large muscles. Parents provide packed lunches and are encouraged to have regard to the childminder's healthy eating policy. Children are becoming increasingly aware of their own safety, because the childminder provides simple explanations and talks about road safety when out in the community.

The childminder is a positive role model who encourages children to develop a positive and caring attitude towards others. The childminder routinely praises good behaviour and children's achievements, which helps raise children's self-esteem and encourages positive behaviour. Positive explanations and books, which raise children's awareness of the wider world, help children learn to respect and value differences. Children's personal, social and emotional development is particularly well fostered, promoting children's confidence and their enthusiasm for learning. This helps ensure children are well-prepared for the next steps in their learning, including their move into nursery or school.

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

The childminder has established effective systems to ensure the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage are fully met. She has a secure understanding of how to protect children in her care. Consequently, appropriate checks on adults are carried out and the welfare of children is monitored closely. The childminder demonstrates a clear knowledge and understanding of child protection issues and can implement appropriate procedures to protect children from possible harm. This helps ensure children are effectively safeguarded. Rigorous risk assessments ensure children can move and play safely within the childminder's home and are kept safe on outings. Good organisation ensures written documents contain all the required information, are well presented and readily accessible.

The childminder works very closely with her local authority advisor and has established systems to monitor and improve the quality of her provision. This drive for improvement means the childminder is continually enhancing the service she provides to support children's achievements over time. Since her last inspection the childminder has completed training and received support from the local authority, which has improved her knowledge and understanding of observation, assessment and planning. Through self-evaluation the childminder has identified priorities to further improve her knowledge and understanding of early years practice and has accessed relevant training to support her professional development. Systems to monitor children's progression overtime are established and are also used by the childminder to evaluate and monitor the quality of the educational programme. This means any gaps in the provision for children's learning and development are quickly identified and addressed. Relevant guidance is used effectively to ensure

records of children's learning and development, accurately reflect their capabilities. The childminder's findings are moderated by her local authority advisor. This helps ensure data provided to the local authority about the progress children are making is secure.

Partnerships with parents are good and they are well informed about the range of activities and experiences their children participate in. Daily discussions, provide a valuable insight into children's time with the childminder and encourage a two-way exchange of information. As a result, parents contribute regularly to records of children's progress and have meaningful discussions with the childminder about the next steps in their child's learning. The childminder is aware of the importance of working with other agencies to ensure identified children get the support they need. Details of possible development delay are promptly discussed with parents in order to ensure early intervention.

### **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>	EY298080
<b>Local authority</b>	Wigan
<b>Inspection number</b>	820177
<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>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	06/02/2009
<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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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