

Inspection date	16/10/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2
		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

- Children are motivated to learn as the childminder constantly adapts her teaching, to ensure all children are included and activities are tailored to meet their individual needs. Therefore, children make good progress.
- The childminder provides a safe and secure environment as she effectively minimises risks. She has a good understanding of safeguarding procedures, which means children are kept safe in her care.
- The childminder provides a safe, warm and welcoming family home where children feel emotionally secure and learn effectively through play and exploration.
- Partnerships with parents are strong because the childminder is committed to keeping parents well informed and involved. This ensures there is continuity of care and learning for all children.

It is not yet outstanding because

- Babies occasionally have limited access to natural and exploratory materials, in order to enhance their investigative skills and sensory development.
- Opportunities to further develop children's self-help skills and independence are not consistently exploited, particularly during lunchtime.

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 questionnaires obtained by the childminder.

Inspector
Layla Clarke

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives with her partner and child aged seven years in the Atherton area of Wigan, Greater Manchester. The whole of the ground floor is used for childminding. Children are also provided with access to spare bedrooms for sleeping purposes. There is an enclosed garden for outside play. The childminder takes children to and from the local nursery and primary school. She attends groups and visits local parks with the children. She provides care each weekday, all year round, with the exception of personal and public holidays. She also provides overnight care. There are currently five children on roll who are in the early years age group and attend for a variety of sessions. The childminder holds a recognised qualification at level 3.

What the setting needs to do to improve further

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

- enhance babies' sensory development by providing a wider range of resources for them to explore and investigate to build on their already good learning, for example, through the provision of a selection of natural and textured materials, such as shells, pine cones and conkers

- strengthen the support for children's growing independence and self-help skills, for example, by encouraging children to set the table and to wipe their own faces after lunch.

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 Early Years Foundation Stage and promotes children's learning and development well. She provides a broad and balanced range of enjoyable learning experiences to support children's development. The childminder is secure in her knowledge of each child's individual care and learning needs, and as a result, children make good progress in relation to their starting points. The environment is very well organised so that children are able to move confidently around the childminder's home as they play and learn. Consequently, children are encouraged to become active and independent learners. 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, they learn to carefully listen

and capably follow instructions.

Children have access to a good range of play equipment and mark-making materials to help them learn about shapes, colours and writing for a purpose. Children develop mathematical awareness through everyday activities, such as counting as they put on their wellies, the large number wall outside and the variety of posters and displays that are at children's level. Children are supported to recognise colours through games that the childminder joins in with. They delight as they guess both the animal and the colour correctly. Consequently, children's recognition of colour is actively promoted. 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 use their imagination and develop their language skills. For example, the childminder asks the children to choose the song for the daily dancing session. She dances alongside providing additional props, such as shakers and musical instruments, as she demonstrates the actions and supports younger children to become fully involved. 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 is responsive to the needs of babies as she repeats and models the correct use of language in response to their babbling. This further promotes the acquisition of language skills for even the very youngest children.

Children have regular access to creative and exploratory play activities as the childminder takes them to planned play sessions provided in the local area. The range of resources on offer are continually reviewed and developed as part of the ongoing improvement to the childminder's practice. However, there is room to extend the range of natural and exploratory materials available for babies in order to enhance their investigative skills and sensory development. Children show good control and coordination as they move confidently in the outdoor area and handle equipment, tools and resources effectively. For example, children enjoy riding cars and scooters. They also enjoy scooping sand, filling containers and pouring water through funnels. As a result, children develop their physical skills. The childminder creatively uses the garden to extend children's understanding of the natural world. They have fun hunting for spiders carefully using magnifying glasses and the laminated cards to identify the creatures. The children show 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 animals pop up as they listen to the musical sounds.

Children regularly feed back to the childminder their opinions on activities. She includes this feedback in her planning. Therefore, children's opinions are valued and they are able to contribute to their own learning. Partnerships between the childminder and parents are good and contribute to ensuring that children's individual needs are met. The childminder shares a daily diary with parents about what the children have been doing that day, which enables parents to continue this at home. Planning and next steps are available for the day and parents are given a good level of information about children's routines and care needs. This promotes continuity between the home and the setting. The childminder provides further opportunities for parents to contribute to their children's learning by

encouraging them to complete wow-moments records, which she then includes in her daily planning.

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

Children feel emotionally secure and very settled 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 childminder provides sensitive and flexible introductory visits during which she collects information from parents. This helps her to get to know the children and plan effectively, according to their individual needs and interests. As a result, children are well supported in their move from home into her care.

Children adopt healthy lifestyles as the childminder encourages children to be active. Children have regular access to fresh air and physical play opportunities in the garden are very good. For example, children have access to a variety of outdoor equipment, which includes a climbing frame and a swing. The childminder regularly takes children to visit local parks and they frequently go to planned sessions provided in the local area. Children are very confident and self-assured and demonstrate a good understanding of the importance of hygiene routines. For example, children independently wash their hands and dry them afterwards using individual hand towels, which helps to minimise the risk of cross-infection. Children know where to find their shoes and coats and learn to put these on before going outside. A good choice of freshly prepared, well-balanced meals and snacks are available. Fresh drinking water is readily available as the children have their own water bottles which are clearly labelled to ensure that even the youngest children know which one belongs to them. This means that children are consistently given good messages regarding making nutritious choices, which contribute to a healthy lifestyle. Children are successfully prepared for the transfer to nursery or school as the childminder teaches them independence skills, such as hanging their coats onto their clearly labelled pegs and putting on their own wellies before playing outside. However, occasionally there are missed opportunities for children to further develop their independence. For example, the childminder wipes children's faces after lunchtime and misses the opportunity to allow them to set the table, as opposed to letting them develop expertise in these self-help skills for themselves. The childminder gathers important information about 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. Children are rewarded by praise and encouragement, and the childminder uses a 'star of the week' chart to recognise the children's achievements. She encourages children to move around independently and to take some risks in their play, but regularly reminds them about how to do this safely. For example, when children want to go out to play she allows them to negotiate the step to the outdoors while standing alongside offering support if they require. The childminder supports children in understanding the importance of clearing away the resources after they have used them, to help keep the environment safe and

trip-free. 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 of the essential documentation that promotes children's safety and welfare is very well organised and stored confidentially. The arrangements for the protection of children are secure. The childminder is well informed about child protection procedures and who to contact should she have a concern about children's welfare. There are secure policies in place and she maintains children's records accurately. The childminder places a high importance on the safety of children and is vigilant about their security. For example, she has clear systems in place to verify the identification of any visitors to her home. Furthermore, there are monitors in sleep rooms to check on sleeping children, which also helps to keep them safe. 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 is committed to providing children with good quality care and is secure in her knowledge and understanding of how children learn. She accurately assesses and effectively uses self-evaluation to monitor the quality of the educational programmes to support children's progress. Her action plans accurately highlight the strengths in her provision and also identify 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 mandatory training and fully understands the impact her own childcare knowledge has on the quality of the provision and outcomes for children. Consequently, she is keen to continue her professional development and has undertaken a variety of training courses including safeguarding, observation and assessment, and has also recently completed a recognised qualification in early years. The childminder takes advice from local authority development officers and other local childminders. She successfully implements this new knowledge into her practice, which supports her to continue to improve the overall practice in the setting.

Partnerships with parents and other early years professionals are a strength of the setting and help to promote continuity in children's care and learning. The childminder is starting to develop links with the local schools, and has implemented a document to share information to meet the individual needs of all children. This is so that when the time comes for children to move to school she will have established effective partnership working to support this process. 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. The childminder also uses social media to share information with parents. Parents are very involved in their children's learning and say they are extremely happy with the provision and that their children are developing well in the childminder's care.

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	EY463383
Local authority	Wigan
Inspection number	950525
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
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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