

**Inspection date**

18/12/2014

Previous inspection date

25/01/2011

**The quality and standards of the early years provision**

**This inspection:**

2

Previous inspection:

3

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 identifies children's individual learning needs and interests and uses this information to support their next steps in learning. Consequently, activities are relevant to children's stages of development and they make good progress.
- Children form close and warm relationships with the childminder. They are settled and secure because they are cared for in a positive and encouraging environment.
- Children are safeguarded well. This is because the childminder has a good understanding of her role and responsibility to protect children. She provides a safe and secure home supported by risk assessments that are carried out to minimise any potential hazards to children.
- The childminder forms good relationships with children and shares regular information on their individual needs and progress with parents. Consequently, children are well cared for, very settled and parents are viewed as key partners in their child's learning.

**It is not yet outstanding because**

- The childminder does not always gain sufficiently detailed information from parents about what their children know and can already do so she has a comprehensive picture of the child's learning so far.
- Young children do not always have access to a wider range of resources involving natural materials so that they can investigate and experience things with all their senses.

## 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 spoke with the childminder and children at appropriate times throughout the inspection and observed play, teaching and learning opportunities.
- The inspector looked at a selection of documentation, including children's information, risk assessments, certificates, policies and procedures, the childminder's self-evaluation form and evidence of suitability checks.
- The inspector reviewed written comments from parents and took account of their views of the service provided by the childminder.

## Inspector

Nicola Eyre

## Full report

### Information about the setting

The childminder was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder holds a level 3 childcare qualification. She lives with her husband in a house in Standish, Wigan. The whole of the ground floor and the rear garden are used for childminding. The childminder visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently nine children on roll, of whom five are in the early years age group and attend for a variety of sessions. The provision operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of Professional Association for Childcare and Early Years.

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

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

- enhance the depth of information gathered from parents about children's learning and development on entry in order to further enrich the planning process
- enrich opportunities for children to investigate using all their senses, for example, by providing a wider range of natural materials for babies and young children to explore.

## Inspection judgements

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

The childminder has a good knowledge of the Early Years Foundations Stage and she understands how children learn. As a result, she provides children with a range of planned and freely chosen play experiences across the seven areas of learning. Consequently, children make good progress in their learning and development. The childminder knows the children in her care well. Clear observations of children's learning are recorded in their learning journals, which the childminder uses to track children's progress. This enables the childminder to identify children's next steps, as well as any gaps in children's development. As a result, she is able to plan a range of appropriately stimulating activities that support children to make good progress towards the early learning goals, which supports their future learning.

The childminder effectively promotes children's physical development. For example, she encourages and supports very young children to begin to move around the room on their feet by holding their hands and giving them the opportunity to cruise along using furniture for support. Children's speaking and listening skills are promoted well. She supports the language acquisition of very young children by talking clearly to babies and labelling items

in the environment for older children. There are a large amount of resources available and the childminder differentiates activities to support individual needs. However, a lot of the resources available are plastic and do not include a wide range of natural materials and everyday objects that children can explore with all of their senses. This is particularly important in helping babies and young children to explore the world around them.

The childminder has good relationships with parents. The childminder seeks information on children's care needs during settling-in periods with parents. However, this information is not always sufficient in detail to give the childminder precise information about all areas of their prior achievements with regard to their learning and development. When children are attending the setting, information about their daily progress and activities that they have enjoyed, is communicated on a daily basis through discussion, as well as daily diaries. Parents are encouraged to share information about activities that children have enjoyed at home, to further support the childminder's knowledge of their child. The childminder keeps parents informed of the overall progress that their child is making through regular, written progress summaries. These show parents the learning that has taken place in the last six months and their child's next steps. As a result, parents are aware of the progress that their child is making in their learning and development. Parents are complimentary about the childminder and comment 'the childminder is very professional and offers a home from home setting, she provides a safe, fun environment where children can play, learn and feel loved'.

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

Children have formed strong attachments with the childminder and have a good sense of well-being. They are happy, confident and engaged in their play even when they have recently started at the setting. Children readily smile and show they are happy during their play as well as approaching the childminder for cuddles. This is because the childminder has a warm and friendly manner and takes time to find out about children's needs and interests from parents. Children and parents attend settling-in sessions at the childminder's home. This helps the child to become familiar with the childminder, as well as providing an opportunity for parents to share information with the childminder about their child's care needs and routines. As a result, the childminder has a good understanding of individual children's needs. This helps to promote children's sense of security as they make the move between their home and the setting.

The childminder takes a consistent approach in her expectations regarding how children behave. She rewards good behaviour with positive comments and explains to children why certain behaviour is inappropriate, according to the age and stage of the children. As a result, children know what is expected of them and are well supported. The childminder supports children to share resources and play alongside each other. As a result, children are gaining skills and social confidence, which will support them emotionally in the transition to school. The childminder provides a welcoming and child-friendly environment. Children's work is displayed on the walls which supports them to have a sense of belonging in the setting. Children's independence skills are promoted as toys and resources are stored in low-level units and children are encouraged to make choices about their play. The childminder also encourages children to be independent through daily

routines and tasks. For example, very young children help to feed themselves at lunch time as the childminder provides them with a spoon to hold to encourage them to be involved. This supports children to be independent from a very young age.

Regular routines, such as hand washing before meals and after using the toilet, provide children with good opportunities to develop self-care skills and to learn about healthy practices. Parents provide lunches and the childminder offers yogurt and fruit to supplement the meals. Drinks are also readily available throughout the day. Children have daily access to outdoor provision. They play in the garden and go to a variety of local parks to access a range of equipment to develop large-scale coordination skills. The children also go on various walks in the local community, to support them in understanding the need for regular exercise. These opportunities provide experiences for children to learn about risks in their local environment, such as crossing the road and support them in taking calculated risks, for example, when climbing. As a result, children are developing an understanding of keeping themselves safe.

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

The childminder has a good understanding of her responsibilities in meeting the welfare requirements of the Early Years Foundation Stage. She has a sound awareness of child-protection issues and how to protect and safeguard children at all times. Children's safety is further promoted as the childminder conducts regular risk assessments of her home and garden and minimises identified hazards effectively. She also considers children's safety in the activities and outings that she provides and the suitability of all those living on the premises is checked. A comprehensive range of policies and procedures, which all parents are made aware of at induction, meet the welfare requirements. These are translated effectively into practice by the childminder to support the safe and efficient management of the setting.

Since her last inspection, the childminder has successfully addressed the recommendations that were raised and has improved the outcomes for children. For example, strategies for monitoring children's progress have improved and outings are appropriately risk assessed, which has had a positive impact on children's learning and welfare. The childminder uses self-evaluation procedures well to identify strengths and weaknesses in her setting. The childminder involves parents and children in her evaluation. The childminder seeks feedback through questionnaires and daily discussions, as well as reflecting upon children's enjoyment and learning during the activities that she provides. Since her last inspection the childminder has gained a childcare qualification at level 3, which has also supported her in making improvements to her teaching, tracking of progress and planning. The childminder is committed to attending training to develop further her knowledge and understanding. As a result, the quality of the provision, and outcomes for children continue to improve.

The childminder has good knowledge and understanding of how to monitor children's learning and development. She consistently uses guidance documents to inform her assessments. This results in children's development being closely monitored and as a

result, they make good progress in their learning. The childminder undertakes regular observations and assessments of the children in her care. Every six months she completes progress reports to summarise children's ongoing development and learning. She does this to ensure that children continue to make progress and to quickly identify any gaps in children's learning. Progress summaries are then shared with parents and other settings that children may attend. This supports the childminder to work closely with parents and other settings to complement children's learning. The childminder also understands the importance of working in partnership with specialised professionals if she cares for children with special educational needs and/or disabilities.

### **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>	322576
<b>Local authority</b>	Wigan
<b>Inspection number</b>	819200
<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>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	25/01/2011
<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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