

Inspection date	29/07/2013
Previous inspection date	08/04/2013

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

- Good relationships with parents help children to make good progress. This is because the childminder works hard to ensure there is a joint approach to children's learning and development to promote the importance of home learning.
- Children's well-being and independence is very well supported as they are encouraged to make choices and to manage their own personal needs. As a result, children develop good levels of self-esteem and confidence.
- Children make good progress because the childminder completes comprehensive observations and assessment on them. This results in clear and targeted next steps being identified to promote their learning.
- The childminder provides children with a wide range of interesting and challenging activities. As a result, children's learning is effectively promoted, which allows them take turns and enables them take a full and active part in their own learning.

It is not yet outstanding because

- Although, the childminder is accurately assessing and planning for children's learning needs, she is less effective in evaluating the success of the recently implemented observation and assessment system for children's progress.
- There is scope within the environment to extend opportunities for children to explore more natural materials and further develop their sensory awareness.

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 lounge and dining room, viewed the resources and equipment available for the children to support the activities provided.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at the records kept and viewed a selection of policies, procedures and children's records.

Inspector

Janet Singleton

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 two children aged 14 months and four years in a house in Leigh, Greater Manchester and uses the ground floor of the home and enclosed garden for her childminding. She attends a childminder group and the local children's centre. She visits the local shops and park on a regular basis. She collects children from local schools and pre-schools.

There is currently one child on roll, who is the early years age group and attends for a variety of sessions. The childminder provides care all year round from 7.30am to 6pm, Monday to Friday, except for family holidays. The family has a pet dog.

What the setting needs to do to improve further

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

- strengthen the already good monitoring of the educational programmes to include how the children's learning is progressed by the implementation of the new process for the observation, assessment and planning for activities to measure the effectiveness in meeting children's needs.

- develop the opportunities to enhance the good practice for supporting the programme for expressive arts and design; by providing more natural materials for children to use as they wish and to explore a greater range of heuristic materials.

Inspection judgements

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

The childminder provides a broad range of challenging, stimulating and interesting activities resulting in children making good progress across all areas of learning. She uses her good observation, assessment and identification of children's next steps for their learning to inform the planning. The recent implementation of a computerised tracking programme for all children means that she is able to see at a glance where they are in their development and monitor their progress toward the early learning goals. This helps the childminder to plan effectively to progress them equally across all areas of learning. However, this is a recent change to her practice and the need to evaluate its total effectiveness is ongoing to ensure children's needs are continuing to be met. Children's starting points are obtained by the clear identification of what children can do following a

baseline assessment and initial discussion with parents. The progress check for children at age two is completed by the childminder through the recently implemented tracker. Consequently, any developmental gaps can be addressed and attended to and children suitably stimulated and challenged.

A sharp and effective approach to supporting children's communication and language means that they are becoming skilled talkers. The childminder constantly chats to children as they play as they build their vocabulary and learn the structures of language. The childminder skilfully reshapes tasks by asking open-ended questions to promote children's thinking and extend their learning and development. She plans for children to engage in all areas of play. They use their imagination as they act out the role of the vet, exploring their play using the stethoscope to 'examine' the soft toy. However, there is scope to extend opportunities for children to explore more natural materials and further develop their sensory awareness. Children develop a love of reading and learn to enjoy books as they sit together, following the story line as they listen and respond by making their own story up relating to the animal in the book. They delight in playing outdoors as they pour and fill in the water and run and climb up the slide. As a result, children develop their physical skill and hand and eye coordination. By enjoying games, such as 'What time is it Mr Wolf' as they learn to play together, they laugh and squeal as they chase each other around the garden. By asking 'What time is it' and counting the hours in steps, they learn to take turns, to play and socialise together. Their personal, social and emotional skills are further developed by attendance at the toddler group and children's centre. As a result, children are developing those skills necessary for their future learning.

The childminder works very closely with parents and has highly successful strategies for involving them in their child's learning. She invites them into her home to discuss their child's learning journey record, their assessments and plans for their future development. She asks that parents contribute to their children's learning to support and share information to promote their learning both with her and at their home. The recently implanted programme for observation, assessment and tracking of children, allows parents to access their child's folder and to add their child's comments online.

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

The childminder is warm and welcoming, resulting in children feeling very safe and secure as she forms strong emotional attachments with them. Information gained from parents, such as personal details and children's likes and dislikes, means that their emotional well-being is further enhanced. Additionally, children form trusting relationships because the childminder follows their individual routines. This means that she maintains an individual approach to their care, as agreed with parents. Consequently, children are happy and content. Children move freely in the home and are confident in self-selecting resources for their play as they explore the home and initiate and extend their own play in the stimulating environment.

The childminder effectively supports young children's development of their self-help and personal skills as she establishes a strong routine with them. She supports children's growing independence as she encourages them to try, for example, with dressing and

self-help skills. Lots of praise is used as the childminder says 'well done' and 'good girl /boy' as she builds their self-esteem and values their contribution. Through her effective behaviour management, children learn about and are beginning to understand the behavioural expectations. For example, they know to listen and to respond positively to the childminder. The childminder explained her use of time out or thinking time, to give children space to think about their actions and to calm down. Observations showed the childminder to be calm and consistent in her approach to managing behaviour. She gives good explanations and uses praise meaningfully to support children as they play. The childminder reminds children of the need to share and take turns. Children were observed to be both happy and engaged and very sociable as they played well together and shared resources.

The childminder provides a very healthy diet for the children as they enjoy the home-made meals, for example, chicken, pasta, fresh fruit and vegetables. They sit together at the table to eat their lunch and enjoy the social occasion. They readily use anti-bacterial wipes as they begin to understand about germs and cleanliness. Children take part in outdoor activities to promote their physical development. They go for walks to the park and delight in opportunities to explore their own bodies as they climb and use large equipment. Therefore, children begin to understand the importance of healthy lifestyles. Consequently, children are developing those skills necessary to aid a smooth transition for when they move onto other provisions, for example, pre-school and school.

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

The childminder has a good understanding of her responsibility to meet the welfare and safeguarding requirements of the Statutory framework for the Early Years Foundation Stage. She has a secure knowledge of child protection and of how to keep children safe. Comprehensive risk assessments with supporting documentation, combined with all required policies and procedures in place, assist her in ensuring children can play safely in the home. The childminder uses her previous knowledge and experience in childcare to plan for and monitor the effectiveness of the challenging and broad range of activities provided for all children. However, the newly implemented computerised tracking system combining the observation, assessment and planning system, although, robust, requires evaluating to gauge its effectiveness of the activities planned for children's progress. Additionally, this does mean that children experience appropriate challenges to progress their learning and continue to make good progress toward the early learning goals. Children are active learners in this well-planned home and make good choices from the good quality resources to develop their good levels of independence and decision-making skills.

The inspection was prioritised by Ofsted because concerns were raised about the childminder's arrangements for safeguarding and management of behaviour. The inspection found evidence to show that these are good. The childminder displayed a good understanding of safeguarding, including the appropriate use of social networking sites. The childminder has adapted her practice and has changed her social network site recognising that this has implications regarding comments that may be posted. Therefore,

the childminder demonstrated her continued suitability and her approach to reflect and adapt her practice. The childminder supports children in keeping safe by completing comprehensive risk assessments for both the home and for outings. She talks to children about keeping safe. The childminder supports children in helping them to tidy up and offers good explanations regarding the reasons why. Consequently, children learn about safe practices and are able to play safely as well as taking some responsibility for their own safety while in the home.

The childminder's analysis, drive and commitment to improve is strong as she demonstrates a commitment to her own professional development by seeking further training. For example, she has completed training relating to her childminding practice. The childminder has completed a robust evaluation of her practice and has involved parents, children and the early years support worker in this process. She has developed links with other childminders and local groups to help her monitor and evaluate her practice. This has enabled her to identify her strengths and weaknesses and put together targeted plans for improvement, for example, working on the outdoor area.

The childminder has developed highly beneficial relationships with parents and shares information about the child's day with them. By completing all required consents and documentation, parents share what they know about their children before they attend. By sharing information regarding children's progress, development and activities with parents via the newly computerised and implemented tracking procedures, parents can view their child's folder and can add their comment to their child's tracker. Therefore, as parents contribute to their child's learning records, this results in a consistent approach to their children's learning and development. The childminder is aware of the need to link appropriately with other providers and has made some links with the school and local children's centre.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY453875
Local authority	Wigan
Inspection number	929037
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	1
Name of provider	
Date of previous inspection	08/04/2013
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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