

Inspection date	03/09/2013
Previous inspection date	15/06/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children develop a positive relationship with the childminder who relates to children well. This enables them to feel emotionally secure and happy.
- Children visit local groups during the week where they have opportunities to develop friendships and experience a suitable variety of learning opportunities.
- Daily risk assessment is effective in providing children with a safe environment where they enjoy learning through play.

It is not yet good because

- The system of self-evaluation is informal and does not include the views of others or key areas for improvement.
- Observations for individual children do not always contain sufficient information to assess children or to plan for their next steps across the seven areas of learning.
- An effective method to ensure each child's daily activities can be shared with parents is not yet in place, therefore, a regular two-way flow of information is not consistent.

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 main downstairs area.
- The inspector spoke with the childminder at appropriate times throughout the visit.
- The inspector looked at the childminder's written documentation, policies and procedures and the children's records.

Inspector

Mary Chekired

Full Report

Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged five and 21 years in a house in Atherton. The whole of the ground floor, excluding conservatory, and the rear garden are used for childminding. The family has two dogs and one cat as pets.

The childminder attends toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local school.

There are currently three children on roll, both of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure systems to observe and monitor children's progress across all seven areas of learning and to plan for their next steps in development are effective and that activities are consistently challenging to meet the individual needs of children.

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

- develop systems of self-evaluation to identify key areas for improvement and that contain the views of others, such as parents and children, to continuously improve the service children receive
- develop an effective daily system to use with parents to ensure that communication to feedback on children's progress is continuous and consistent.

Inspection judgements

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

Children are happy and secure and make generally good progress in their personal, social and emotional development because the childminder provides warm interactions and

positive attention. She is enthusiastic and this motivates children to become active in their play, exploration and learning. The childminder undertakes regular observations of children and records these in a learning diary that she shares with parents. Assessment processes are in place for individual children, however, the analysis of observations is not always clear to enable her to effectively plan activities that are consistently challenging to children. Consequently, the educational programmes do not always effectively meet children's individual learning and development needs. Overall, the childminder provides good support for children to choose their activities and resources. She supports their play well, finding additional resources that extend their interest. For example, a child playing in the home area with the dolls is provided with blankets as the childminder knows the child likes to cover the babies.

The childminder provides support to encourage children's language and communication. For example, one child enthusiastically talks about their trip to the airport to see the planes, the childminder extends the discussion further by showing the child's photographs taken from the airport visit. The childminder shows she values young children's attempts at words as she repeats them so that they hear the correct pronunciation. The childminder joins in with children's games and follows their ideas. For example, the childminder plans to read a story with the children but one child spends their time looking through their own record file at their pictures. The childminder recognises this as an important part of their learning and changes her plans to help them to move their learning on. The childminder counts with children as they start a threading activity, increasing their awareness of numbers. Children enjoy trying to complete jigsaw puzzles, which encourages an awareness of number, shape and pattern.

The childminder encourages the children to socialise with their peers at childminder toddler groups and groups run at the local children's centre. As a result, they are confident and make smooth transitions to other settings and school. They are able to engage in a wide range of creative activities at these groups. The childminder organises trips, for example, to the seaside, so children gain an understanding of the natural world. Children develop a positive awareness of people's differences as they visit the shops in the local community and attend local groups. The children have access to and use a range of resources that provide positive images of disabilities, gender and cultures to widen their experience. A system to ensure each child's daily activities can be shared with parents effectively, is not yet in place, therefore, a regular two-way flow of information for most children is not consistent between home and her care.

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

The childminder provides a welcoming environment, with a satisfactory range of resources and low level boxes for children to select from. The children can also choose from larger resources, which they can ask to play with. This enables them to initiate their own learning through play and exploration. The childminder involves the children in choosing the activities. Children regularly have opportunities to play in the childminder's garden where they have access to bikes and push along toys. They visit the park to use the equipment and develop their physical skills and an understanding of the need for exercise. Children develop a good awareness of safe and healthy practices. They regularly help

themselves to drinks, wash their hands before lunch and enjoy healthy foods. Young children sit securely in a high chair to eat while the childminder sits nearby to offer support when needed.

Children behave well at the setting through consistent positive role modelling and clear behaviour management techniques. The childminder has sound policies and procedures, which include strategies to use to prevent unwanted behaviour, such as talking to the child and time out to use when needed and would not use corporal punishment. Children build positive relationships and value people's differences. Children develop a strong sense of belonging. The childminder grows to know children well. She provides prospective parents with a thorough induction/settling-in process. For example, contracts with parents, all about me, routines and going through policies and procedures. She identifies children's individual care needs with parents when they first start and has daily discussions with them, however, there is some inconsistency in sharing information on a daily basis to ensure continuity. Regular discussions do take place regarding the care needs of a child with specific medical needs. The childminder is welcoming and caring and sensitively supports children. As a result, children feel secure, form attachments and grow in confidence.

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

The childminder has a generally good awareness of her responsibilities to keep children safe and promote their well-being. She carries out daily risk assessments on the areas within her home the children have access to. This includes her garden which is checked regularly throughout the day for dog faeces, so that children can safely move independently around the premises. All household members are suitability vetted including the childminder's own children who have left home. The childminder has a sound understanding of the welfare and safeguarding requirements. She has a clear awareness of how to safeguard children and her policy includes relevant telephone numbers relating to who to contact if she had a concern about a child. The childminder is well organised and has the necessary policies and procedures in place to suitably support the smooth running of the setting. She keeps accurate registers of attendance to ensure not minding too many children and to be able to reflect on, if a safeguarding issue rose.

Recommendations from the last inspection relating to self-evaluation have mainly been put in place. However, although parents receive regular questionnaires from the childminder, she does not use this information, nor seek children's views, to inform her evaluation, so as to assist her in identifying key areas for improvement. Diversity and inclusion has been addressed. The monitoring and assessment of children's learning is in the process of being developed further. However, it is still not effective in ensuring that individual children are consistently challenged across all areas of learning. The childminder has generally good relationships with parents and always makes time to talk at the end of the day. One carer commented positively on the good information sharing at the end of the day. However, via a parent questionnaire the childminder has not acted upon a parent's suggestion for regular written information on her child's daily activities. The childminder attends relevant training, such as how to complete the progress check at age

two. This has enabled her to successfully write a summary of two-year-olds' progress for parents, demonstrating her awareness of the learning and development requirements. She is starting to complete daily diaries on the children, where she records information on what activities each child has done that day. This is so she has a clear record of what activities took place confirming which groups she attended and along with accurate registers to show the number of children she is minding is correct. The childminder has not had to work in partnership with other settings or school but has thought of ways to do this. For example, she would liaise with parents around visits to the school and provide parents with information on local schools.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY392312
Local authority	Wigan
Inspection number	929025
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	15/06/2010
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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