

Inspection date	03/10/2012
Previous inspection date	07/02/2011

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

- Children have easy access to resources and learning activities that positively develop their sense of well-being and achievement.
- Children are meaningfully engaged in interesting and enjoyable learning activities that enable them to consolidate and build upon their prior learning.
- Children are well supported to acquire the skills and capacity to develop and learn effectively, and to be ready for the next stages in their learning.
- The childminder provides consistently good opportunities for children to be creative and practical so that every child is successful whatever their ability.

It is not yet outstanding because

- Aspects of the provision to be developed have not yet been prioritised and implemented, for example, extending provision for outside play in the back garden.
- In relation to children who receive additional support from other agencies, communication systems are not fully developed to ensure detailed information is shared consistently.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 looked at areas of the home used by children in relation to their health and safety.
- The inspector observed children's activities throughout the inspection.
- The inspector talked to children about their interests and activities.
- A joint observation was conducted with the childminder during an adult-led table top activity in the kitchen.
- The inspector looked at children's learning journey's, including assessment documents and next steps, and some policies and procedures relevant to the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Cathleen Howarth

Full Report

Information about the setting

The childminder registered in 1992. She lives with her adult son in Lees, Oldham. The family has a pet dog. The whole of the ground floor is used for childminding. There is an enclosed front garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Currently there are two children attending in the early years age range. Children attend on a full and part-time basis. The childminder supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop information sharing systems, in partnership with parents and other agencies, in relation to managing concerns and children's behaviour
- develop self-evaluation systems and consider using peer observations to evaluate and monitor the effectiveness of practice and the educational programmes.

Inspection judgements

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

The childminder has a secure knowledge and understanding of the Early Years Foundation Stage. She promotes children's learning and development well through effective systems that show children's individual progress is consistently good. This is in relation to their starting points, interests and any additional considerations that need to be taken into account, like behaviour that is sometimes difficult to manage. The childminder collates pictorial examples of what children have achieved and links these to the seven areas of learning. She uses the guidance Development Matters in the Early Years Foundation Stage to effectively track children's progress towards the early learning goals.

The childminder enthuses, engages and motivates all children and as a result they are meaningfully engaged in a wide range of interesting and stimulating activities, like banging tin lids with a wooden spoon and learning how to hold and blow the mouth organ when they experiment with sound. Small muscle skills are effectively developed when they mix

paints to make hand prints and when they use one-handed tools, like paintbrushes, chunky crayons and felt tip pens to make marks.

Children explore their environment and confidently use resources, such as different coloured felt tip pens, to colour in different types of transport. The childminder consistently helps children to take the next step in their learning. She encourages them to learn more, for example, learning the difference between the pink and purple felt tip pens. Children take part in age-appropriate activities to reinforce their understanding of people's differences in the wider community, through storytelling and picture books, playing with dolls, experimenting with sound and musical instruments, movement and dance, art, crafts and food tasting. Effective measures such as these provide firm foundations for children to develop knowledge, understanding and skills that are required for their transition to school and later life.

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

Children show a strong sense of security at the setting as trusting relationships have been developed. Very young children demonstrate this when they spontaneously go to the childminder for hugs and cuddles. All children are treated with equal concern and they are clearly valued and respected by the childminder who is always interested in what they say and do. Children are confident to play on their own and with others and the childminder effectively promotes their well-being and independence. Overall, children behave well and they are learning how to share and take turns. Transition arrangements are effective and new starters settle quickly after introductory visits.

Children are active and enjoy the benefits of physical activity, playing outside in the front garden. Children are gaining an understanding of risk through activities that encourage them to explore their environment, including outside play where they use big equipment including the rocker, slide, ride-on car and scooter. Children are encouraged to eat healthily and they enjoy home cooked meals. Fresh fruit is usually provided at snack time to enhance children's understanding of healthy eating. There are effective hand and face washing routines in addition to good nappy changing and potty training procedures to minimise the risk of cross-infection.

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

The childminder's home is a stimulating, well-resourced and welcoming environment. The childminder's knowledge and understanding of safeguarding issues is secure. She fully understands her role in child protection, including the procedures to follow should a concern arise. She has also enrolled on a child protection training course to keep up-to-date with current safeguarding issues. The child protection policy and procedure has been updated for parents to view. Written risk assessments are maintained in order to minimise potential hazards to children and the premises are safe and secure.

The childminder's understanding of how to meet the learning and development requirements is also secure. Children's written assessments effectively inform planning to

help narrow any achievement gaps. Over time, the seven areas of learning are well covered. The deployment of resources, and the open-plan layout of the setting, meets the needs of children well, and this includes good provision for children who need to sleep or wish to relax and play quietly. The childminder rotates resources and she effectively supports children to make the most of what is available. As a result, outcomes for children with regard to their achievements are consistently good.

The childminder keeps up-to-date with developments in childcare and education through regular contact with a mentor and other childminder's in the area. Effective self-evaluation systems are in place and include obtaining help, support and guidance from the childminder's mentor and through attending training events. Although some aspects for development have been identified, for example, extending provision for outside play in the back garden, they have not yet been prioritised and implemented. Systems to monitor and evaluate the educational programmes are also not yet fully embedded.

The childminder has considerable childminding experience and overall there are good systems in place to provide for children with special educational needs and/or disabilities, including regular verbal exchanges between parents and other agencies and services. However, when children are involved with several agencies, the adults are often required to verbally repeat information about children's individual care needs on many occasions. Overtime, this carries the risk of detail not being shared consistently and fully between all parties. The childminder liaises well with parents and they praise her for the consistently good service she provides. One parent said 'My son is very happy here. He has settled in well, really well'. She went on to say, 'He takes part in all kinds of activities and tomorrow he will go to the library to learn nursery rhymes and the actions to the nursery rhymes'.

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. 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	301308
Local authority	Oldham
Inspection number	818638
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	07/02/2011
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 that are usually their 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

