

Inspection date	08/11/2012
Previous inspection date	03/11/2008

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		1
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

- Close relationships are fostered between children and the childminder. Consequently, children form extremely secure emotional attachments and have a strong base in which to develop independence, confidence and a secure sense of belonging.
- Young children's developing awareness of appropriate boundaries and behaviour expectations is promoted to a high standard through sensitive and positive age-appropriate strategies.
- Effective partnerships are established with parents and providers where children attend other settings, in order to ensure a coherent approach to their care and education. This means that children feel safe and secure and are fully supported in their transitions.
- Children's safety is given high priority and their understanding of healthy lifestyles and keeping themselves safe is promoted effectively from an early age.

It is not yet outstanding because

- Information gained from regular assessments of what children know and can do is not precisely and purposefully reflected in planning.

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 observed activities and care routines in the lounge.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at a selection of policies and children's records.

Inspector

Rachel Ayo

Full Report

Information about the setting

The childminder was registered in 1998. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and lives with her husband and two adult children in Whitworth, near Rochdale, Lancashire. She uses the whole of the premises for childminding, including the rear garden.

The childminder has completed basic training, including first aid and child protection and updates her knowledge through specific courses, such as food hygiene. She attends childminder groups and the local children's centre. The childminder visits the local shops and park on a regular basis. She undertakes a nursery and school drop and collection

service. The family has a pet cat.

There are currently three children on roll in the early years age group, who attend for a variety of sessions. Older children also attend before and after school. The childminder is open from 8am to 5.30pm, Monday to Friday, all year round, except for family holidays and bank holidays. The childminder has a level 3 childcare qualification.

What the setting needs to do to improve further

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

- enhance planning by including more specific details about the learning intention of activities, so that they are more sharply focused on how these link to children's next steps and interests.

Inspection judgements

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

The childminder has a secure knowledge of the educational programmes and how children learn. Consequently, children take part in a variety of fun and interesting indoor and outside activities, which motivates them and sustains their interest. For example, toddlers are able to recall and express their experiences of Bonfire Night as they create collages using a variety of materials. Planning and organising of learning activities is good, although, there is scope to improve this, so that they are more precise in linking planned learning intentions to children's next steps and interests. The childminder has high expectations of all children and she carries out an accurate assessment of their prior skills, knowledge and understanding on entry. Parents are actively involved in the process, completing a new starter information sheet, which includes details of their child's likes, dislikes and development.

Through ongoing assessment, the childminder effectively identifies children's next steps and monitors their progress to ensure that they are reaching expected levels of development. She clearly knows the children in her care and readily notes their progress, such as a toddler's new vocabulary. Children readily engage with their environment, as a result of it being welcoming, accessible and stimulating. The childminder's enthusiasm and motivation is reflected in children's active engagement. There is a good balance of adult-led and child-initiated activities offered and this means that children can explore independently and make their own discoveries. As they do so, the childminder stays close by to intervene and extend their learning as opportunities arise. For example, the

childminder encourages toddlers to listen to and enjoy the sounds as they play with musical toys. Toddlers express their creativity as they move their bodies in response to music and demonstrate their developing imagination as they engage in simple role play. They push the doll in the pram, attempting to cover it with their own comfort blanket and hold the toy telephone to their ear, before saying, 'Bye'.

After being collected from nursery, children quickly settle, demonstrating how at ease and sociable they are. They are eager to show the childminder their new library book, which she reads after lunch, as promised. Children listen intently and engage in more complex conversations, noticing details in the book. This leads to questions, such as 'Why is the hat wet?' The childminder encourages their thinking, by asking them why this might be. Children observe many positive images of diversity through books, dressing-up costumes and play people. Consequently, they effectively learn about the wider society in which they live. The diversity of people is additionally reflected in a collage scrapbook, which further extends children's understanding.

Toddler's communication and language skills are effectively supported because the childminder models language well and develops their ability to express themselves and learn new words. She asks open-ended questions, for example, as she reads stories. Toddlers readily point to pictures in books and are encouraged to make the sounds of different animals. They copy familiar expressions and are learning to put words together. Children are beginning to show that they understand things and are able to express themselves using simple sentences, for instance, as they observe the childminder's cat in the garden. The childminder spontaneously incorporates numbers in children's play to support their early mathematical development. For example, she says, 'Shall we count how many balls there are?' and 'We have another one now, that makes four'.

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

Children are extremely happy and at ease due to excellent settling-in programmes and the warm and loving nature of the childminder. A vast array of information is exchanged with parents through the new starter document and this builds trust. Home routines are carefully considered and implemented, which results in precise and individually tailored care. Exceptionally strong bonds are in place, which contributes to children feeling safe and secure. Toddlers, who initially cling to the childminder when visitors arrive, soon become confident enough to go on with their play due to the gentle reassurance they are given.

Care practices are implemented in a very relaxed and calm manner and toddlers are unquestionably familiar with the consistent routines. For example, they attempt to climb into their booster seat when they know it is time for snack or lunch and lay down on the nappy changing mat without prompting. Children's self-care skills are extremely well supported, in order for them to develop high levels of independence. For example, they attempt to unzip their coats after returning from nursery and are enthusiastically encouraged to feed themselves, regardless of any mess they may make. At present, parents provide food for main meals, however, the childminder plans healthy snacks. This

means that children are developing a very good understanding of healthy practices from a young age. They clearly enjoy munching on the different types of fruit and salad items provided and are encouraged to freely access drinks. Children's understanding of food is reinforced through visits to the supermarket where discussions around making good choices about what they eat take place. In addition, they create scrapbook collages of healthy foods and make fruit salads.

Effective hygiene practices, such as brushing teeth, effectively extends children's early understanding of good hygiene practices. Their understanding of the importance of fresh air and physical exercise is embedded to a high standard through plenty of well-planned, stimulating outdoor activities. For example, children use large apparatus at the park to extend their physical skills by learning new things and challenging them to think about how they can do them safely. They learn about many aspects of the wider world through visits to the farm and when taking bread to feed the ducks. The garden is enhanced, for example, with a small world animal corner, in order to extend children's interests outdoors.

Given their age and stage of development, toddlers behaviour is excellent, as a result of the superb support they receive from the childminder. She talks about 'swapping' and 'sharing' to encourage them to take turns, while minimising their frustration by providing more than one of the most popular resources. Minor incidents of unwanted behaviour, such as snatching, are dealt with extremely calmly and positively. The childminder uses age-appropriate explanations and lots of praise and encouragement. Consequently, toddlers learn about appropriate boundaries and expectations, such as being kind, and develop high levels of self-esteem and confidence. Nursery aged children respond positively to the childminder's requests and toddlers, even from a young age, are encouraged to use good manners. Spontaneous events, such as the burnt toast setting off the smoke alarm, are utilised extremely effectively to teach children about keeping safe. In addition, children's understanding is further reinforced during topics, such as the current one on 'Fire Safety and Safety Week.' For example, they take part in arts and craft activities that reflect the topic and engage in role play using road safety equipment, such as florescent jackets.

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

The childminder successfully demonstrates a good understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. Her childminding service is organised effectively to meet children's individual needs. She makes good use of available facilities to support her practice, such as online and community resources. The childminder has a thorough understanding of promoting children's welfare, inside and outside the home. Detailed risk assessments, coupled with a secure understanding of child protection issues means that children's safety is well ensured. Information, such as the emergency evacuation procedure, is displayed to support practice.

Good self-evaluation takes into account the views of parents, gathered through

questionnaires, as well as input from colleagues, advice from the local authority and ideas from the children. The childminder demonstrates a strong commitment to her professional development and has attended a number of short courses, as well as gaining a level 3 childcare qualification. Her extended knowledge of early years is effectively used to improve and guide her practice.

Effective partnerships with parents and other providers contributes well to meeting children's individual needs. Parents receive good quality information about the provision through a parent pack. Ongoing communication is effectively promoted through daily note books, text messages and photographs. Parents are updated on their child's progress and are actively encouraged to support learning at home, for example, by borrowing resources. Written comments from parents are extremely complimentary about the care of their children. Close links have been developed with nursery staff and this promotes a coherent approach to children's care and education. For example, topics covered at nursery are complimented by the childminder and details of children's individual next steps are shared and supported.

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
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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	308612
Local authority	Lancashire
Inspection number	818839
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	03/11/2008
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 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.

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