

Inspection date	21/10/2014
Previous inspection date	22/05/2012

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 has a good knowledge of the procedures she should follow in the event of concerns about children's welfare in order to safeguard them.
- The childminder has a thorough understanding of how to support children to make good progress in their learning and underpins this with effective observation, assessment and planning processes.
- The childminder recognises the importance of working in partnership with other settings and agencies when this is needed, to support continuity for children's care and learning.
- The childminder makes effective use of evaluation in order to develop and enhance her practice to support children's care and progress.

It is not yet outstanding because

- Activities for babies to safely handle natural materials and objects have not been incorporated into the exploratory play experiences provided to enhance their development of manipulative and communication skills.
- The childminder does not make the most of all opportunities to engage parents in contributing to their children's ongoing assessments.

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 viewed the areas of the premises used for childminding.
- The inspector checked the qualifications of the childminder, along with evidence of the suitability of adults living or working on the premises.
- A joint observation was carried out by the inspector and the childminder.
- The inspector examined samples of documentation related to children's welfare and learning, used by the childminder when caring for children.
- The inspector discussed the provision with the childminder at appropriate times throughout the inspection.
- The inspector discussed the childminder's self-evaluation and improvement plan and how she seeks the views of others to inform this.

Inspector

Jennifer Kennaugh

Full report

Information about the setting

The childminder was registered in 1991 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult daughter in the Smithills area of Bolton. The whole of the ground floor and one bedroom on the first floor is used for childminding. There is an enclosed area for outdoor play. The childminding setting operates from 7am to 6pm, Monday to Friday, in term-times only, apart from bank holidays. There are currently two children on roll, attending for a variety of sessions, of whom one is in the early years age range. The childminder occasionally works with a co-childminder. She receives support and advice from the local authority.

What the setting needs to do to improve further

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

- enhance the provision for babies' exploratory play to build on their manipulative and communication skills, for example, by incorporating the use of natural objects and materials which are age-appropriate
- strengthen ways for greater involvement of parents in assessment of children's learning in order to enhance the partnership working that contributes to children's progress.

Inspection judgements

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

The childminder completes assessments of children's development when they begin to attend her setting, in order to plan activities that support them to make future progress. Children's subsequent progress is tracked in detail over time by comparing it with age-expected developmental milestones. This enables the childminder to ascertain any areas where more planning is needed to support children's good progress. The childminder uses information from parents, as well as her own initial observations, to inform her planning so that she can incorporate their views and observations into this. The childminder is aware of the need to carry out the progress check for children aged between two-and-three years and to share this with their parents. As a result, the childminder works effectively in partnership with parents from when children first attend, in order to support their children's learning and development. The childminder holds frequent discussions with parents regarding their children's progress. Therefore, parents are well-informed about their children's learning and the childminder can share activities with them to try at home. For example, when babies enjoy particular toys, the childminder tells their parents, who are then able to provide these at home to reinforce their children's learning. However, less emphasis is placed on parents contributing to the detailed ongoing assessment of their

children's progress. This means that partnership working is not maximised to produce highly individualised planning for individual children's learning, so they can make even more rapid progress. Children are supported to make good progress because they develop the attributes and skills needed for their next steps in learning. For example, babies are encouraged to be inquisitive and to sustain their interest in toys. This enables them to become active learners who can concentrate well. The childminder demonstrates a good understanding of how to effectively support progress of children in the early years age range across all seven areas of learning and has a secure knowledge of the learning and development requirements to underpin this.

The childminder uses her observations of children's interests to motivate them to learn. She notices when babies are curious about sounds, such as rustles and crinkles and provides resources that make these noises in order to gain their attention. This helps babies learn to concentrate in readiness for future progress. The childminder encourages babies to handle toys, such as books which make sounds when squeezed or folded. This means that babies learn that they can cause a desired effect through their actions, which inspires them to further use of their early manipulative skills. Consequently, this supports babies' development of coordination. The childminder talks to babies about the pictures in age-appropriate cloth books in order to extend the words and images they are familiar with. This supports children's later enjoyment of books and also enhances their communication and language skills. She makes good use of finger puppets to encourage babies to interact with her during reading, by them reaching out to take the puppet off her finger. This develops their hand-eye coordination. The childminder also supports babies' development of communication and language by talking frequently about what she and they are doing.

The childminder provides toys, such as stacking cups for babies to hold and mouth. This is to support their exploration of objects placed around them, encouraging them to reach out to grasp and therefore develop their coordination. The childminder models how to build towers with the cups and encourages babies to reach out and knock them down. She also builds towers to different heights so that babies have to judge how they need to move to knock them down, which supports the development of early thinking skills. The childminder provides babies with toys that offer a range of sounds, textures and colours to stimulate their senses. However, she has not explored the use of natural materials and objects to enhance their learning through exploratory activities. Babies have access to age-appropriate cause and effect toys in order to encourage them to develop different manipulative skills, such as pushing, pulling and turning. The effect they cause motivates them to persist with their play and extend their physical skills. The childminder also makes use of outings to provide opportunities for children to meet others and learn the skills needed to play in a group or alongside others to support their development of social skills.

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

The childminder seeks detailed information from parents, prior to children joining, about how she can effectively support their good health and well-being. For example, she records information about children's dietary needs and their routines, in order to provide continuity of care and protect their welfare. The childminder seeks information to support

children's and babies' well-being, such as about the behaviours they show when they are tired. Parents read the childminder's policies to ensure that they are aware of these and understand how they support the childminder's practice in promoting their children's well-being. They exchange information on a regular basis with the childminder about children's care needs and this provides continuity for children's welfare. The childminder demonstrates effective practice in supporting children and babies to settle. For example, she tries to arrange as long as possible for babies to visit her before they start. Visits are arranged for increasing lengths of time, with and without their parents, in order to familiarise children with herself and the premises. This provides good support for children's emotional well-being. As a result, of this close partnership working between parents and the childminder, babies are settled and happy. The childminder demonstrates a good understanding of how to manage children's behaviour and enable them to learn to do this for themselves. For example, she implements a policy that emphasises the use of behaviour management strategies appropriate to the early years age range, such as distraction and re-direction.

Children have daily opportunities for physical play on and off the premises. The childminder takes children who can walk on daily outings to parks and playgrounds as well as using the outdoor space on the premises. This enables her to provide sufficient challenges for children to extend their physical development. Consequently, children have good opportunities to take reasonable risks in physical play as their whole-body coordination develops. Babies are taken for outings in pushchairs to enjoy the outdoors and be stimulated by the sights and sounds around them. The childminder provides a healthy menu so that children begin to learn about foods that contribute to a nutritious diet. For example, the childminder offers fruit, vegetables and plain biscuits as snacks. She offers water as a drink to help support children's good dental health. Babies are provided with nutritious, age-appropriate 'finger-foods' when they are ready for these, which also enhances their coordination as they learn to move food to their mouths accurately.

The childminder has thorough procedures to minimise any risk from cross-contamination during routines, such as nappy changes. She understands the importance of children learning about maintaining good personal hygiene and developing independence skills, such as washing their hands after using the toilet. The childminder makes good use of routines, such as nappy changes to talk to babies and reassure them, which also enhances babies' learning in listening and communication. The childminder provides effective support in order to equip children and babies with the social, communication and physical skills needed for their next steps in learning as a result of her practice.

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

The childminder has a comprehensive knowledge of the procedures she should follow in the event of any safeguarding concerns about children. This is as a result of undertaking training in child protection and safeguarding. The childminder implements a detailed policy for safeguarding children's welfare which includes procedures for the use of mobile phones and cameras on the premises, in order to protect images of children. The childminder completes and regularly reviews the comprehensive risk assessments for the

premises and local outings so that children's safety is well-supported. She also carries out daily checks indoors and outside for the premises to ensure that risk is minimised in the areas used for childminding to further support children's safety. The childminder has a procedure for evacuating the premises in the event of this being needed and there is equipment, such as smoke detectors to alert the childminder to any risks associated with these. The childminder and all adults living or working on the premises are checked for suitability using the Disclosure and Barring Service. All policies, records and qualifications required to meet statutory requirements are in place, in order to support the safe and effective running of the childminding setting.

The childminder demonstrates a good knowledge of how to support young children's learning and development. She has a comprehensive understanding of the learning and development requirements of the Early Years Foundation Stage and completes thorough assessments to monitor children's progress. As a result, the childminder understands children's and babies' current achievements in learning and makes detailed plans to extend their progress. The childminder demonstrates effective practice when monitoring, planning and observing children's progress. Consequently, she can identify areas where early intervention is needed to minimise any future difficulties. The childminder initiates partnerships with parents which support children's learning. She engages in frequent discussion with them to support continuity of learning between home and when in her setting. The childminder has an effective understanding of the importance of working in partnership with other settings and agencies involved with children, when this is needed, to support continuity of care and learning.

The childminder makes frequent reflections on her practice in order to identify where she can develop her practice in response to the needs of children. For example, she has improved the range and accessibility of mark making equipment to enhance children's opportunities to practise early writing skills. Evaluation is also used to identify any training needs and the childminder attends courses regularly to enhance her knowledge and understanding of how to support children's learning. For example, she has attended several courses on supporting development of children's communication and language skills. The childminder seeks the views of parents frequently in order to check if her service meets the needs of children and families. The childminder has met all actions and also addressed the recommendations from the previous inspection as a result of making changes to practice and undertaking training. For example, all required records are accessible and available for inspection, including of any accidents or injuries children have incurred. The childminder demonstrates a purposeful approach to evaluating her practice, leading to a good capacity for continuous improvement in the care and teaching provided for children.

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	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

Unique reference number	315541
Local authority	Bolton
Inspection number	819014
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	22/05/2012
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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