

Inspection date	17/10/2012
Previous inspection date	14/10/2010

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
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		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder has an excellent knowledge of the Early Years Foundation Stage and how children learn. As a result, all aspects of children's care, learning and development are significantly enhanced.
- All children are extremely confident, settled and fully engaged in what they do. They are highly motivated, ask questions and are active learners.
- Highly comprehensive systems are in place for observation, assessment and planning. The childminder offers inspiring activities which support children in learning new things and helps them to make as much progress as they can.
- Superb relationships with parents and partnerships with other professionals are firmly embedded in practice. As a result, children are extremely well supported through times of change and transition.

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 children throughout the inspection.
- The inspector spoke with children and the childminder at regular intervals throughout the inspection.
- The inspector observed all relevant documentation, including children's development files, observation, assessment and tracking procedures, policies and self-evaluation documentation.

Inspector

Elisia Jane Lee

Full Report

Information about the setting

The childminder was registered in 1995 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult children in a house in the Westhoughton area of Bolton. She uses the whole of the ground floor and the rear garden for childminding.

The childminder holds a level 3 qualification in early years and has completed basic training including first aid and child protection. She updates her knowledge through

regular professional development training courses. 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 the local schools and pre-schools.

There are currently two children on roll, all of whom are within the early years age group and attend for a variety of sessions. The childminder is open all year round from 7.30am to 6pm, Monday to Friday, except for family holidays. She is a member of the National Childminding Association and the British Association for Early Childhood Education.

What the setting needs to do to improve further

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

- consider providing parents with the opportunity to choose to receive a simple or detailed overview of their child's learning and development to help consolidate and further extend the already excellent practice with parents.

Inspection judgements

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

The childminder is highly knowledgeable about the Early Year's Foundation Stage and uses her knowledge and vast experience to rigorously support children in their learning and development. For example, children make musical instruments using recycled materials filled with a variety of beans and pulses. This allows children to reflect on different sounds, rhythms and beats. The environment is extremely well-organised and there is a highly comprehensive range of exciting resources which she uses to support children's progress across the seven areas of learning. For example, story books are enhanced by the use of puppets, masks, play figures and rhymes to help children understand and act out traditional fairy tales. The childminder extends children's language by asking open ended questions, discussing specific vocabulary and introducing new concepts. Children reflect on the questions and independently consider their learning.

The environment is highly engaging with a wealth of resources which are very accessible, allowing children to make independent choices. The childminder plans activities based on children's interests and what she knows they need to learn next. For example, children listen to music from Africa and then play a variety of instruments and African drums to accompany the different musical sounds that they are learning to recognise. There are an excellent range of resources to meet the needs of different age groups and individual

needs. For example, specific resources for babies promote sensory experiences and support their knowledge and understanding of the world around them.

Highly effective systems of observation and assessment are used to accurately monitor children's progress as they work towards the early learning goals. The childminder undertakes baseline assessments, which allow her to know children's starting points when they first start attending, so that she can plan to develop their knowledge further. She works closely with parents to discuss activities that children are undertaking at home, and this ensures there is a consistent approach to supporting children as they develop across the prime and specific areas of learning. A variety of communication methods are used with parents. For example, the childminder takes photographs and videos of children during their play, which she transfers to compact discs. These are kept with children's development files and provide an excellent source of communication; recording special moments for parents and carers. This supports parents in gaining an understanding of the learning and development of their child.

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

The childminder gives the highest priority to children's safety. She has rigorous written risk assessments in place which cover aspects of the home, indoors and outdoors and ensures children's safety when they are on trips and outings. This means that children are exceptionally well protected and have an understanding of the safety of others. For example, children are careful when moving around so they do not bump into younger children and they independently close safety gates when other children leave the room. The childminder has a variety of safety equipment, including fire guards, safety gates, walking restraints and age appropriate car safety seats. Children are also further protected because the childminder keeps excellent records that fully support their welfare, including accident, medication and attendance records.

Children develop an understanding of the importance of exercise. Children play outside in a highly stimulating garden area on a daily basis and take walks in the local environment. The childminder keeps waterproof clothing ready to hand to ensure that children can access the outdoors in all weathers. For example, children go on Autumn walks and collect leaves which are then used in creative activities. Children are knowledgeable about the importance of a healthy lifestyle and discuss topics, such as healthy food, strong muscles and keeping fit. They develop an understanding of healthy eating through a range of nutritious snacks and meals. Menus are discussed with parents and children's likes and dislikes are taken into account when planning meals. Children are asked what they would like for lunch and are given choices. Children take part in baking sessions, which allows them to discuss different food types and healthy options. Children freely express their emotions and feelings through their play. For example, they show real excitement as they use construction blocks to make figures, whilst younger children enjoy songs about being happy.

The childminder is an extremely positive role model and builds warm relationships with children, which helps them to form secure attachments. Children behave exceptionally well in the setting. This is because the childminder offers clear explanations and involves the children in decision making. For example, the childminder gives children choices in their play and activity choice. Children learn about their local environment and wider community through trips out. For example, children take unwanted clothes to a local charity shop, visit the library, children's farm and local museum. Children are enthusiastic about going on trips and sing a specific song to support their understanding of road safety. Children are learning about their own and other cultures and beliefs because they celebrate birthdays and festivals together. Children are exceptionally well prepared for the next stage in their learning as the childminder shares information with other professionals. For example, the childminder takes children to special events at the local school, such as sports day, which helps children become familiar with the local school before they make the transition into full time education. This practice is highly successful in helping children to get ready for school.

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

The childminder gives the highest priority to ensuring she offers a high level of quality care and excellence practice to children and families. She continually evaluates and rigorously reviews her procedures and documentation, and this helps to ensure that constant improvements are identified and effectively undertaken. For example, she carries out audits on the resources she provides and the effectiveness of her inclusive practice. She undertakes further professional training and works closely with others to develop and refresh her knowledge. For example, the childminder attends early years forum meetings in order to facilitate highly successful partnership working. She uses the self-evaluation form as a working document to identify priorities for change and monitor impact, and takes into account the views of parents, gained through questionnaires, to further enhance her evaluations. Parents are extremely complimentary. For example, one parent explained, 'As a parent I find it very reassuring knowing that whilst I am at work my child is well looked after, safe and happy in his environment. My child is always very happy and their development has improved greatly'.

The childminder has an excellent knowledge of local safeguarding procedures which means that children are safeguarded and extremely well protected in the setting. The childminder attends regular safeguarding training and is well-informed on child protection issues and the procedures to follow should she have a safeguarding concern. Safeguarding documentation is robust and is monitored to ensure that it reflects and keeps up-to-date with current information. All household members are suitably vetted. Children are kept very safe whilst in the childminders care because she observes and supervises the children extremely well.

The childminder is highly skilled in evaluating and monitoring planning and assessment procedures. This ensures she has current knowledge of children's individual progress as they work towards the early learning goals. She shows expert knowledge of the early

years requirements and how to meet her responsibilities in all areas. Children are extremely secure with the childminder, showing high levels of secure attachment, strong bonds and positive relationships. The childminder creates innovative learning opportunities throughout the day and children quickly become engrossed in activities and learning. The childminder has highly successful partnerships with parents and other professionals which support children's individual needs superbly well. They are kept well informed at all times, although, there is scope to consider how details of their child's progress is shared with them, so that they can choose how much detail they would prefer. Overall, the childminder creates a warm and friendly environment where children relish in learning, confidently asking questions and exhibiting a high level of engagement as they partake in a wide range of different activities.

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

Not Met	registration. The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.
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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	315556
Local authority	Bolton
Inspection number	819016
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	14/10/2010
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 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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