

Inspection date	20/11/2014
Previous inspection date	15/12/2008

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
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 a superb understanding of how children develop and learn. Through exemplary teaching, she provides a wealth of varied and challenging learning experiences. Children are very confident inquisitive learners, who thrive on the rich opportunities to discover new knowledge.
- Highly effective partnerships with parents and other professionals support children exceptionally well. This is because all carers provide a shared approach, enabling continuity of care and learning. Parents make a significant contribution to children's learning and ongoing assessments of their development.
- Children's individual development is tracked meticulously across all areas of development. Individual next steps for learning ensure that all children make excellent progress from their starting points.
- The childminder supports children's emotional development exceptionally well. As a result, they are very settled and demonstrate a clear sense of belonging. Children play very well together as their social skills are expertly fostered. The childminder and her co-childminder have high expectations and are positive role models.
- The childminder has an excellent understanding of safeguarding procedures, which means that children's welfare is very well promoted. Highly detailed risk assessments support children's safety in the home and on outings.
- Monitoring of the provision is highly successful in the continued pursuit of excellence. The childminder is passionate about continuously enhancing her extensive professional development and that of her co-childminder. This commitment to training and detailed quality assurance, ensures that the drive for continuous improvement is rigorous.

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 carried out a tour of the premises used for childminding purposes.
- The inspector observed the childminder interacting with children and held discussions with her throughout the inspection.
The inspector looked at a selection of documentation, including observations and assessments of children's learning, risk assessments, safeguarding procedures, self-evaluation and children's records.
- The inspector looked at suitability checks carried out for all adults living and working within the home.
- The inspector took into account the written views of parents.

Inspector
Kate Smith

Full report

Information about the setting

The childminder was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three adult children in a house in the Littleborough area of Rochdale. The childminder holds a relevant qualification at level 6 and works from her home with her mother who is also a registered childminder. All areas of the property are used for childminding, including an enclosed rear garden for outside play. The childminder takes children on visits to a local farm, woods and the park on a regular basis. She is able to take and collect children from local schools. There are currently 14 children on roll, eight of whom are in the early years age group and attend for a variety of sessions. The childminder operates from 7.30am to 6.30pm, all year round, except for bank holidays and family holidays. The childminder supports children who speak English as an additional language and children with special educational needs and/or disabilities. She is a member of the Professional Association for Childcare and Early years and holds an Investors in Children Award. The childminder receives funding for the provision of free early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- consider building on the excellent play opportunities already in place, to encourage children to further enhance their imaginative skills in the outdoor environment.

Inspection judgements

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

The childminder is highly knowledgeable about how children learn and develop. She uses these skills to excellent effect, by providing high quality teaching to provide rich learning experiences for children. The childminder uses home visits to gather information about children's interests and what they can already do. This enables her to plan initial targeted learning opportunities to establish starting points for children's individual development. Detailed observations and regular precise assessments of children's learning are used to plan further focused next steps for learning. Very effective partnership working with parents means that they are engaged in all aspects of their children's learning. For example, parents help in making base line assessments for children's development. The childminder values home learning and provides suggestions to help parents to continue to support their children's development. She builds on children's home learning and incorporates links for continuity very effectively. For example, a young child brings from home a story about the Nativity. This is because with the childminder she has been learning about the planets and stars moving across the sky. As a result, she has made

links in her learning and is confident to explain to her peers that the wise men follow the bright star in the sky. Young children are able to talk about some of the things they have observed in previous days and represent this through unique art work, supporting their creativity.

The childminder completes comprehensive progress checks for children between the ages of two and three years. These are shared very well with parents to aid their understanding of whether their children's learning is developmentally appropriate. The childminder encourages parents to make ongoing assessments and to evaluate their children's development. These are incorporated into children's individual records, so that all aspects of their learning are monitored. As a result, assessment records are shared very well, enabling all carers to provide continuity. Children's development records are updated daily and monitored in real time. This means that any interventions can be sought in a very timely manner to support individual learning. As a result, all children make excellent progress from their initial starting points. The childminder has a wealth of experience of supporting children with special educational needs and/or disabilities. Excellent links with other professionals and strong relationships with parents enable her to meet children's individual needs very well. The childminder values the uniqueness of each child. For example, children who speak English as an additional language receive excellent individual support to make the best progress in their learning. This is because the childminder learns spoken words in their home language to aid communication. The childminder supports children's language development extremely well. She is highly skilled, having attended I-CAN, Every Child A Talker and Letter and sounds training. As a result, the childminder takes every opportunity to enhance children's communication skills. For example, she reads stories and leaves gaps for children to complete the sentences, checking their understanding. Children are highly motivated as they join in the repeated refrains in familiar stories. The childminder supports children's critical thinking as she asks about why stories end in certain ways and how else they could begin. Children can find and say the letters in their name and collect objects that start with the same letter sounds. They can find their own written name and form recognisable letters, supporting their literacy skills. Children enjoy action songs and rhymes that are supported well with props, to aid children's understanding. For example, they investigate the shapes and textures of different types of shells and listen for the sound of the sea, to enhance rhymes about the seaside. Music and movement supports children's physical development as they bend, stretch and jump with great enthusiasm.

The childminder provides an exceptional educational programme covering all areas of learning. She builds on children's interests extremely well, which means that they are highly motivated and eager to learn. For example, children sing songs about the different planets in the solar system. They are able to name them all and explain with confidence the unique qualities they possess. For example, children are very keen to describe that one 'is blue and very cold', and another 'spins on its axis sideways'. Children make their own telescope from junk modelling and look into the sky to find the planet Jupiter. This shows that children build on their ideas and follow their interests, thriving on the opportunity to enhance their knowledge. Children persist as they look for the planet, supported by the childminder who asks appropriate questions about its whereabouts, promoting children's thinking. Children explain as they look in different directions, 'that way is Manchester and that way is Leeds'. This shows that children are able to give meaning to

their observations, making links by applying some previous learning. The childminder introduces new words, such as astronaut, to enhance children's vocabulary. They count down from 10 to zero for rockets to blast off, demonstrating they are very confident with their use of numbers. One child explains quite clearly, that he lives on the Earth, in 'Littleborough, Great Britain'. The childminder enhances this knowledge by asking them to look at a globe of the Earth and find where Great Britain is. This shows that the childminder differentiates learning and presents new challenges to extend development, based around individual interest. Children regularly visit a farm and local woods, as the childminder enhances their learning with trips into the local community. This further supports their understanding of the natural world. Children walk and climb as they explore and investigate their surroundings, promoting their curiosity and enhancing their physical skills. As a result of exemplary teaching, worthy of dissemination to others, children are active, inquisitive learners. They are very confident and exceptionally well prepared for their move into school.

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

Home visits and strong ongoing partnerships with parents enable the childminder to tailor individual care. This is because she gets to know children's unique qualities and interests and offers packages of support to meet these needs. As a result, children form strong attachments with the childminder and are very happy in her care. Children demonstrate a clear sense of belonging as they explore the safe, highly stimulating learning environments. The childminder supports children's emotional development extremely well. As a result, children's emotional well-being is very well supported. The childminder understands that children need time to adjust to periods of change and so keeps them very well informed about daily events. For example, parents are asked to give an estimated time when they will come to collect their children. This enables the childminder to prepare children to go home. As a result, when children finish their activities they reflect on their day, thinking about what they have done and how they can share the information with their parents. Children are very confident and demonstrate high self-esteem as a result of strong supportive relationships with the childminder and her co-childminder. They are keen to start conversations and make independent choices about their play. The learning environment contains a fantastic range of resources that are low level and clearly labelled for children to select from. The childminder is highly skilled at supporting their play. As a result, children are developing an excellent understanding of how to manage acceptable levels of risk. For example, they demonstrate high levels of independence as they help prepare the fruit at snack time and pour their own drinks.

The childminder is an excellent role model, who treats children with utmost respect. She has high expectations and uses praise and encouragement to promote positive behaviour. The childminder is highly skilled at supporting children's feelings and uses explanations very well to aid children's understanding. Children share resources and willingly take turns. Consequently, they are calm, cooperative and play very well together. Children mix with their peers in community learning opportunities, such as local rhyme time sessions. This enables children to gain personal confidence with others, enhancing their social skills. The childminder has developed very strong links with local health visitors, who with parental

permission, come to her setting to discuss children's progress checks. This means that children's well-being is very well supported. The childminder and her co-childminder both have an up-to-date paediatric first-aid qualification. They are well deployed, which means that they can take appropriate action quickly, in the event of a minor injury, to promote children's health and well-being.

The childminder uses comprehensive risk assessments to maintain children's safety. Furthermore, children learn about how to keep themselves safe on a daily basis. This is because the childminder talks to them every day about the emergency evacuation procedure to ensure they are familiar with it. Consequently, children demonstrate extremely high levels of understanding as they explain 'you walk away from flames'. Furthermore, they are able to apply what they have learnt. For example, children explain that if there was a fire in the kitchen, they would go out of the front door, so they would not walk towards the flames. Their welfare is further supported as they practise road safety when walking in the local community. Children learn about how to keep their bodies healthy. They understand the importance of washing germs from their own hands and brushing their teeth. The childminder ensures that all children have daily exercise in the fresh air, which supports their good health. The door between the indoor learning environment and the secure rear garden is open for large periods of the day. This means that the childminder and her co-childminder are able to follow children's individual preferences and learning styles. As a result, outdoor play is embraced by children and enhanced by adult-led activities, including trips into the local community. Children learn about healthy eating through discussions and by growing their own fruit and vegetables. They nurture and harvest their crop, including carrots, potatoes and pears. Children make a gift to the local community of some of their produce, as they attend a school harvest festival concert. This gives children the opportunity to become familiar with the school setting. Teachers visit children in the childminder's home prior to their move on to school. This demonstrates that children are very well supported and emotionally very well prepared for the next stage in their learning.

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

The childminder has an extremely good understanding of the safeguarding and welfare requirements. Comprehensive policies and procedures are shared with parents and ensure that children's safety is given the highest regard. The childminder has attended extensive training regarding safeguarding children. For example, she has extensive knowledge regarding child protection procedures. The childminder understands how to use the common assessment framework to support children and families in need. As a result, she has implemented highly effective procedures to support children from potential harm. Risk assessments are thorough and cover the home and outings, maintaining safe environments for children. All required documentation is professionally maintained. Procedures are in place to protect children regarding the safe use of cameras and mobile phones. The childminder has ensured that all adults aged over 16, that live and work in her home have undergone suitable vetting procedures. Consequently, the childminder has an excellent understanding of her responsibility to safeguard children.

The childminder has an excellent understanding of the learning and development requirements. She holds a relevant degree and Early Years Professional Status. As a result, she has a wonderful knowledge of how children learn. She is undertaking further training as a Montessori Teacher, which demonstrates her commitment to improving her already extensive knowledge. Consequently, she provides an educational curriculum that is extensive and covers all seven areas of learning. Meticulous assessments and tracking of children's development mean that she targets individual next steps in learning in a timely manner. The childminder is clearly able to highlight any gaps in children's learning and is highly experienced in knowing how to seek early intervention if required. As a result, all children make rapid progress from their starting points. Highly effective partnerships with other early years providers support children exceptionally well. This is because all carers provide a shared approach, enabling continuity of care and learning. Partnerships with parents are extremely strong and home learning is supported very well and valued. All parents are aware of the rapid progress children are making, as they support the continuous assessment. Their comments regarding the childminder's provision are very positive. For example, they say that, 'She continues to be an inspiration' and that, 'Her dedication and commitment to all of the children is amazing'.

The leadership shown by the childminder is inspirational. She demonstrates a passion to continuously enhance her already extensive professional development and that of her co-childminder. She has been accredited with Investors in Children and has received a hi-5 award from the local authority, regarding the detailed quality assurance of her provision. The co-childminders use peer observations to evaluate the quality of their teaching, to shape their practice and support further training opportunities. The childminder uses extensive self-reflection of the provision, encompassing the views of her co-childminder, parents and children. She has plans to enrich the outdoor area even further so children have more opportunities to enhance their imaginative skills. This ensures that the drive for continuous improvement is rigorous. Development plans demonstrate a pursuit of excellence, driven by a desire to maintain the highest level of achievement.

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	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	316076
Local authority	Rochdale
Inspection number	847694
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	14
Name of provider	
Date of previous inspection	15/12/2008
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, 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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