

Inspection date	26/09/2014
Previous inspection date	28/03/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 are motivated to learn as the childminder constantly adapts her teaching, to ensure all children are included and activities are tailored to meet their individual needs.
- Children are safeguarded as the childminder has a strong understanding of her responsibility to protect children in her care. She uses clear policies and her own good practice, to promote children's safety and well-being.
- Children benefit because the childminder is motivated and shows a very positive attitude towards continually developing her practice.
- The childminder provides a safe, warm and welcoming family home where children feel emotionally secure and learn effectively through play and exploration.

It is not yet outstanding because

- The opportunities for children to learn about the natural world, such as planting and growing, have yet to be fully embraced in the outdoor area.

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 observed activities in the indoor and outdoor learning environments.
- The inspector held discussions with the childminder about the children's progress and achievements.
- The inspector viewed the children's development records.
- The inspector saw evidence of suitability and qualifications of the childminder, action plans, risk assessment and policies and procedures.
- The inspector took account of the views of parents from documentation obtained by the childminder.

Inspector
Layla Clarke

Full report

Information about the setting

The childminder was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children, aged 11 and 16 years, in a house, in the Middleton area of Manchester. The whole of the ground floor, bathroom on the first floor and the rear garden are used for childminding. The family has three dogs as pets. The childminder attends toddler groups. She visits the shops and park on a regular basis. She collects children from the local schools. There are currently seven children on roll who are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

What the setting needs to do to improve further

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

- review and develop the potential of the garden to support children's understanding of the natural world, for example, by being involved in planting and growing activities.

Inspection judgements

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

The childminder is passionate about her role and has a secure understanding of the learning and development requirements of the Early Years Foundation Stage. For example, she understands that children need constant opportunities to be active, to explore, be inquisitive and investigate the world around them. Teaching is good because the childminder organises a wide range of motivating activities and provides a variety of exciting toys and equipment, that encourage children to become confident learners. There is an effective blend of adult-led experiences and activities that children choose for themselves. In addition, children relish the opportunity to choose between indoor or outdoor play. The childminder has high expectations for children. Her ongoing observations and assessments successfully identify children's capabilities, interests and what they need to do to progress. As a result, activities are planned to securely build on what children know and can do. This also means that children are acquiring the skills, attitudes and dispositions they need in readiness for starting nursery or school. Children are eager to discover new things, learn to carefully listen and capably follow instructions.

Children have access to a good range of play equipment and mark-making materials to help them learn about shapes, colours, and writing for a purpose. Children develop mathematical awareness as the childminder introduces words, such as bigger and smaller as they roll different sized cars through tubes, delighting when the smaller car appears at

the bottom. Children experiment with torches and as they shine the beam, making shapes under the table, the childminder asks if they can make a large circle by moving the torch backwards. Interaction between the childminder and children is very positive. The childminder is enthusiastic and demonstrates that she really enjoys being with the children. She takes an active part in learning experiences, which offer challenge and inspire children to use their imagination and develop their language skills. For example, the childminder encourages children to describe what they see and feel as they explore in pasta in a low-level tray, as she gives gentle prompts to encourage the use of their newly acquired language. She sprinkles the pasta onto the tray, encouraging the children to describe the pitter patter sounds it makes. Children enjoy daily singing sessions and respond to the childminder's praise and encouragement. They confidently copy her actions as they excitedly ask her to sing another song. The use of open questions encourages the children to join in conversations, share their ideas and develop their understanding of how verbal interaction takes place. This means that children's communication skills are being actively promoted.

Children show good control and coordination as they move confidently in the outdoor area and handle equipment, tools and resources effectively. For example, children enjoy riding scooters and bouncing on space hoppers in the garden. They also enjoy pouring water through the variety of funnels and down through the tubes in the water area. As a result, children develop their physical skills. However, the outdoors is not organised to enable children to do gardening and growing activities to maximise their learning about the natural world. The children show interest in toys with buttons and simple mechanisms. The childminder demonstrates how to make the buttons work, to teach children how to operate them. Children copy the actions and are fascinated as they push buttons to see lights flash, as they listen to the musical sounds.

Children regularly feedback to the childminder their opinions on activities. The childminder includes this feedback in her planning. Therefore, children's opinions are valued and they are able to contribute to their own learning. Partnerships between the childminder and parents are good and contribute to ensuring that children's individual needs are met. The childminder shares daily feedback to parents about what the children have been doing that day, which enables parents to continue this at home. Planning and next steps are displayed for the day and parents are given a good level of information about children's routines and care needs. This promotes continuity between the home and the setting. The childminder provides further opportunities for parents to contribute to their children's learning by encouraging them to complete Hooray tickets, which she then includes in her daily planning.

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

Children feel emotionally secure and very settled in the childminder's home. They have a strong sense of belonging because the childminder is proactive in ensuring that they can easily access their personal belongings and feel comfortable. The welcoming, well-resourced environment provides a good range of easily accessible toys and play equipment, inside and outdoors. This builds children's self-esteem as they learn to make decisions for themselves. The effective settling-in sessions mean that children are

supported well during the initial move from home. The childminder collects information from parents during the settling-in period. This helps her to get to know the children and plan effectively following their individual needs and interests. As a result, children are helped to settle in with ease. Children are successfully prepared for the transfer to nursery or school as the childminder teaches them independence skills, such as putting on their own coats and finding their name cards on arrival each morning.

Children adopt healthy lifestyles as the childminder encourages children to be active. Children have regular access to fresh air and physical play opportunities in the garden are very good. For example, the childminder has a dedicated exercise wall which encourages children to complete physical activities. The childminder regularly takes children to visit local parks and they frequently go to the local woods to play and explore. Children are very confident and self-assured and demonstrate a good understanding of the importance of hygiene routines and developing their self-care skills. For example, children independently wash their hands and hand washing signs are displayed at the children's level, to further promote this. Children know where to find their shoes and coats; children learn to put these on before going outside. A good choice of freshly prepared, well-balanced meals and snacks are available. Fresh drinking water and an accessible fruit bowl is provided for children to help themselves to. This means that children are consistently given good messages regarding making nutritious choices, which contribute to a healthy lifestyle. The childminder gathers important information about children's medical needs or special dietary requirements, to ensure they remain healthy and safe.

Children's behaviour is very good and is effectively promoted by the childminder who sets clear boundaries and gently reinforces these on an ongoing basis. Children are rewarded by praise and encouragement and a Star of the week certificate is awarded. The childminder encourages children to move around independently and to take some risks in their play, but regularly reminds them about how to do this safely. For example, when children want to climb into the low-level tray to splash in the conkers, she encourages them to be careful sitting alongside to support if necessary. The childminder supports children in understanding the importance of clearing away some of the resources after they have used them, to help keep the environment safe and trip free. As a result, children learn about their personal safety and develop an understanding of risk assessing situations for themselves.

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

Following her last inspection by Ofsted and the subsequent monitoring visit, the childminder has aspired to improve her provision. Each action set at the last inspection has been met through careful consideration, and clear targets are monitored through a robust development plan. The childminder records children's patterns of attendance and ensures that the required adult-to-child ratios are suitably met, in order for children to be fully safeguarded and to support their emotional well-being. The childminder has also implemented a security system that allows her to verify any visitor, prior to them being able to gain entry into the premises. This is to ensure that children's safety is maintained at all times. She has a good understanding of using evaluation processes to monitor the

quality of the educational programmes to support children's progress. Her action plans accurately highlight the strengths in her provision and also identifies areas for further development. The childminder carefully tracks children's progress. This means she can easily identify if there are any delays or gaps in a child's development. The childminder has attended the mandatory training and fully understands the impact her own childcare knowledge has on the quality of the provision and outcomes for children. Consequently, she is keen to continue her professional development and takes advice from local authority development officers and other local childminders.

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. All the essential documentation that promotes children's safety and welfare is organised and stored confidentially. The arrangements for the protection of children are secure. The childminder is well informed about child protection procedures and who to contact should she have a concern about children's welfare. There are secure policies in place and all adult members of the household have completed the relevant background checks. The childminder places a high importance on the safety of children and is vigilant about their security. For example, she undertakes clear risk assessments for the premises and when children go on outings. This ensures that children are protected and enjoy a safe environment in which to play.

Partnerships with parents and other early years professionals are good and promote continuity in children's care and learning. She has developed strong links with the local schools, as they share information to meet the individual needs of all children. The childminder shares a large range of policies with parents to underpin the professional relationship. Parents sign clearly written contracts and consent agreements so they are fully aware of the care and business arrangements. Good quality feedback is provided each day. The childminder also provides a daily update for parents on a whiteboard, as a result of feedback from one parent. Parents are very involved in their children's learning and say they are happy with how information is shared and that their children are progressing well in the childminder's care.

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	EY288742
Local authority	Rochdale
Inspection number	977128
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	28/03/2014
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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