

Inspection date

10/11/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

- Children make very rapid progress in their learning because activities are stimulating, take account of children's interests and provide them with challenges that help them to attain the next steps in their learning.
- An astute and targeted programme of professional development and self-evaluation ensures that the childminder and her assistant are constantly improving their already first rate understanding and practice.
- The partnerships with parents are highly effective. The childminder ensures that parents are continually actively involved in their children's learning and development.
- Children are safe because the childminder and her assistant understand the importance of recording and reporting any safeguarding concerns. They carry out thorough risk assessments of the home, garden and all the outings that the children take part in.
- Children are happy and they behave exceptionally well. This is because the childminder and her assistant offer children lots of care, attention, praise and encouragement.
- The childminder has an excellent range of resources, which are superbly presented indoors and outdoors. Therefore, children are continuously engaged and stimulated.

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 and interaction between the childminder, her assistant and the children during play.
- The inspector spoke with the childminder and her assistant at appropriate times throughout the inspection.
- The inspector looked at documents relating to the Early Years Foundation Stage provided by the childminder, including children's assessment records and evidence of the suitability of the childminder and other adults in the household.
- The inspector carried out a joint observation with the childminder.

Inspector

Joanne Ryan

Full report

Information about the setting

The childminder was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and four children in a house in Ramsbottom area of Bury. The childminder's adult child works with her as an assistant. The whole of the ground floor and the rear garden are used for childminding. The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools. There are currently 14 children on roll, 10 of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- maintain the focus on continuous professional development to further underpin the excellent practice.

Inspection judgements

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

The childminder knows and understands each child exceptionally well. Her genuine and keen interest in helping children become competent learners is reflected in the rapid progress children make towards the early learning goals. The childminder routinely observes children. These observations are meticulous and sharply focused to ensure that she is fully aware of each child's abilities. Children have individual play plans which are specific to each child's interests, and identify next steps in learning. Children make excellent development in their physical skills as they practice balancing an egg on a spoon and work together to undertake a three legged race. The resources are of excellent quality and are continuously freely available to children, which means activities are child-led and focus on their interests. The environment is rich in print and mathematical symbols indoors and outdoors, which means children have a very good understanding that print carries meaning and they are clear on how mathematics features in everyday life. Children have numerous opportunities to make marks. An easel and paint is continuously available to them and they enjoy representing their own ideas through using a range of media. For example, children enjoy painting their own version of woodpeckers.

The childminder has an excellent understanding of how children learn and she uses her previous experience in early years to plan an exciting, broad range of high quality activities to meet children's unique needs. She gets to know the children and families very well. She meets with parents before children start and gathers lots of information to help

her tailor her care and learning to the children's needs. Parents complete home observations, which contribute to the assessment decisions made by the childminder. Therefore, the information about what children can do considers the child at home and in the childminder's care. Parents take home stories that children enjoy in the childminder's setting, which creates a consistent approach. Parents are very well informed about children's learning and development through conversations, a daily diary and viewing the children's learning journey. Therefore, parents are able to consistently continue the learning at home. The childminder and her assistant use spontaneous opportunities to support and extend children's learning. For example, when children show an interest in using tape measures they are shown how to use them and measure themselves. This develops their mathematical awareness and understanding of how things work.

The childminder and her assistant skilfully ask the children questions to develop their thinking skills. For example, they engage in games where they have to think about the sounds they hear. They shake sensory bottles they have made but cannot see inside to try and guess what is inside, by the sound the bottle makes. The childminder uses a range of descriptive language, such as, soft sound, quiet and loud, which children clearly understand as they encounter this on a regular basis. The childminder supports children to solve problems. For example, when children build towers she encourages them to think about which bricks can balance on the tall brick and if the tower would be steadier if the brick was placed in a different direction. Children experiment with their own ideas testing out their theories and the childminder skilfully introduces mathematical language, such as wide and tall. The skilful teaching means that children are exceptionally well prepared for their next stage in learning including school.

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

The childminder is highly skilled and sensitive to the needs of each individual child. She gathers a vast amount of information from parents so she can follow children's home routines, which supports children to settle easily. She spends time finding out about children's interests and getting to know them so she can interact and support children to become confident independent learners. Children participate in key group time, which gives them the opportunity to talk about things that are important to them. The childminder ensures children are exceptionally well prepared for their next stage in learning by giving them confidence in their own abilities and having high expectations of what children can do for themselves. When the time comes for children to move to the next setting, the childminder talks to them about what will happen and develops their understanding through using stories. The childminder provides the teachers with a detailed report of the children's current stage of development so they are able to continue this learning. There is a superb range of resources indoors and outdoors covering all seven areas of learning. Children can move continuously between the indoor and outdoor environment meaning they can play where they learn best and be fully independent.

The childminder has very high expectations of children and encourages them to undertake tasks for themselves as soon as they are able. For example, young children are able to drink from open cups with no support because they experience this opportunity

consistently. Children are immensely independent because the environment is arranged to allow them to undertake activities independently. For example, they put on their own aprons before painting and know where everything belongs. Children behave exceptionally well because the childminder and her assistant are excellent role models. They continuously talk to children about good choices and bad choices and how their choices affect others. Children feel valued and their viewpoints are highly important to the childminder. For example, when the childminder developed the outdoor area she asked the children what they would like in the area and followed their ideas. The childminder skilfully supports children's understanding of safety. For example, they talk about how they need to be careful when building the tower in case the bricks fall on smaller children. They estimate the distance in which the bricks would fall. Furthermore, children participate in fire evacuations and the childminder talks to them about safety. They explore these ideas further by dressing-up as fire-fighters.

Children demonstrate high levels of independence from being very young because the childminder and her assistant use every opportunity to encourage children to do things for themselves. Children competently select and prepare their own snacks. For example, older children peel and chop bananas and younger children pull grapes off the stalks. Children select their own cutlery and clear away their plates when they have finished. Therefore, they take responsibility for their own needs and the environment in which they play. The childminder talks to the children about how fruit is good for their tummies, which supports their understanding of healthy lifestyles. Children clean their own teeth before lunch, which extends their already good self-care skills. The continuous access between indoors and outdoors means that children have excellent opportunities to play outside in the fresh air. The childminder has developed an area for babies to play outdoors on a soft surface with a range of equipment at their level; therefore, all children have constant access to the outdoor area.

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

The childminder and her assistant have a full and thorough awareness of child protection issues. They maintain their very good knowledge through attending regular training. The childminder implements her safeguarding policies and procedures effectively. For example, she displays a flowchart in the reception area for parents to follow if they have any concerns. This helps to reduce any possible risk to children's welfare. The childminder and her assistant are able to recognise the signs and symptoms which might cause them concern about children's welfare. They are fully aware of the agencies to report such concerns to. The childminder knows what action to take should there be an allegation against herself, or a member of her household. Risk assessments and safety checks are detailed and regularly reviewed. As a result, children can play safely and freely and go on a variety of outings.

The childminder has highly effective procedures for monitoring the assistant, for example, she observes her practice and identifies training that supports the assistant in developing her already good practice. She holds meetings with the assistant and offers spontaneous

feedback after observing her working with the children, which supports the assistant in continuously developing her skills. The childminder has an excellent understanding of how children learn. Her degree in early childhood studies provides her with an excellent knowledge upon which she has established her childminding service. She is fully committed to professional development for herself and her assistant. For example, her assistant is also currently undertaking an early years degree. The childminder uses her superb knowledge and experience to develop her childminding practice, resulting in children making outstanding progress. The childminder and her assistant are totally committed and passionate about their work with children. They regularly observe each other and work together to identify improvements. The robust systems in place for monitoring the educational programme enable them to provide targeted support, which ensures all children's needs are exceptionally well met. The excellent monitoring systems means the quality of teaching is exemplary because the childminder is highly effective at promoting how children learn, not just what they learn.

Parents are given a wealth of information about the childminder's service. They receive an information pack containing the policies and procedures, which gives them an excellent understanding of the service the childminder offers. The childminder displays the activities children have participated in each day, so parents are fully informed about their children's experiences. Children and parents take home a bear and complete his diary, which gives the childminder an insight into the children's home experiences. Therefore, the childminder is able to closely align what she offers with children's home experiences. The childminder establishes highly effective relationships with other settings children attend. She shares the experiences children encounter while with her through a daily diary and finds out about the children's experiences in other settings. Therefore, she is able to create a fully consistent approach to supporting children's learning and development.

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	EY290661
Local authority	Bury
Inspection number	903704
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	not applicable
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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