

Inspection date	20/08/2014
Previous inspection date	14/11/2008

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
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 uses her expert knowledge to enhance children's learning. She completes precise observations and assessments that focus on children's abilities and plans exciting activities to support the next steps in their learning.
- The extremely welcoming, colourful and spacious environment indoors and outside offers children many interesting and stimulating opportunities to explore and learn.
- The childminder has an excellent understanding of the safeguarding and welfare requirements. She has robust policies and procedures in place and she is very confident about the procedures to follow to address any child protection issues.
- Parents receive highly detailed information about their children's progress and care. Parents contribute information to enrich planning for their children's learning so that the childminder can add further precision to each child's educational programme.
- The childminder is a highly reflective practitioner. She consistently monitors and evaluates her provision and makes continual changes to her practice to drive improvement.

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 playroom and the outdoor learning environment.
- The inspector checked evidence of suitability, self-evaluation and documents that support the childminding service.
- The inspector looked at the children's assessment records and the childminder's observation, assessment and planning documentation.
- The inspector took into account parents' views from information recorded on recent feedback sheets and from those parents spoken to on the day.

Inspector
Donna Birch

Full report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 21, 17 and 10 years, in a house in Horwich, near Bolton. The whole of the ground floor, the main bedroom and bathroom on the first floor and the rear garden are used for childminding. The family has two rabbits and fish as pets. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She is able to collect children from the local schools and pre-schools. There are currently five children on roll, all 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 of Childminding 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:

- strengthen the outstanding knowledge of early years to continually develop and upskill current practice, for example, by extending a portfolio of short courses that supports and further enhances professional development.

Inspection judgements

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

The quality of teaching is outstanding. The childminder plans rich and stimulating activities indoors and uses the outdoors to creatively enhance and complement children's learning. The childminder extends children's learning expertly across all areas of learning. She takes into account children's individual interests, to enrich opportunities for learning. All children make excellent progress in relation to their starting points. There are systems in place to record the ongoing progress of children, including those aged between two and three years. These are shared effectively with parents and other professionals. Additionally, highly successful strategies, such as detailed daily diaries and regular progress reports, ensure that parents are fully included and their contributions valued as part of their children's learning. As a result, children are extremely well supported in their continued development and are making excellent progress in readiness for the next stage in their learning.

The childminder uses her innovative ideas to extend the children's interests. For example, in the garden, children enthusiastically head to the outdoor sand kitchen and exploratory

trays, to experiment with different textures. Children enjoy filling up moulds with coloured rice and sand, then transferring it to different parts of the garden, to support their play and ideas. Additionally, children are learning early mathematical concepts of volume and capacity. The childminder provides an excellent narrative, teaching the children a wide range of words, to describe their play and extend children's growing vocabulary. For example, she introduces words, such as 'press', 'mould' and 'sticky'. Consequently, children demonstrate their motivation and high self-esteem, as they manipulate and explore their surroundings with interest and control.

The childminder expertly uses a range of strategies to promote children's communication and language skills. She is also an excellent role model, as she supports children to learn new words. The childminder skilfully supports children to describe their ideas and thoughts, as she uses lots of open-ended questions. As a result, children enthusiastically talk about a recent visit to the aquarium. Children recall their favourite part of the visit then use a map from the aquarium to point out which part of the trip they enjoyed the most. Inside they use the map and small world resources to recreate the experience, further elaborating on their own ideas. They use lengths of material and foil to create the water and use natural resources, such as cardboard tubes and stones to make the animal enclosures. The excellent natural resources extend children's development across the areas of learning. For example, older children enjoy experimenting in the outdoor kitchen, with sand, water and rice. Younger children are fascinated by the range of treasure baskets and eagerly explore these.

The childminder carefully observes children at play, as they engage in learning. She uses the information gained from these observations, to plan individualised and stimulating activities for children. This means that children are making excellent progress and are extremely well prepared for the next steps in their learning. Un-intrusive and purposeful interactions with children effectively support their play and imagination. As a result, children's extended thinking and ideas are effectively enhanced.

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

The childminder excels in providing an environment that nurtures children's self-esteem, confidence and independence and this contributes to helping children to form secure emotional attachments. Consequently, children actively explore and demonstrate exceptional levels of motivation for learning. The childminder's excellent relationships with other local providers and the local school support her in ensuring the move for children is very smooth and supports their emotional well-being.

The childminder offers a varied and nutritious menu for meals and snacks. Children learn about healthy food choices and they demonstrate their increasing independence. For instance, they serve themselves garlic bread and chop it into pieces, with support from the childminder. The childminder has very high regard for supporting children's physical development, through placing great importance on outdoor play. Additionally, outdoors, children demonstrate their understanding of keeping themselves safe. For example, they know to wipe away the water from the bottom of the slide before they use it and they also

discuss the need to hold onto the rails when climbing up the steps. There is easy access from the playroom to the very well-equipped outdoor learning environment and children freely flow between the two. This enables children to spend time in the fresh air and helps them gain a positive attitude to being outside and supports a healthy lifestyle.

The childminder's constant positive attitude and calm tone ensures she is an excellent role model for children. She gives consistent guidelines that support children to manage their behaviour. Her excellent use of prompts and reminders allows children to find resolutions to their own frustrations. Therefore, they are able to modify their behaviour accordingly. Children understand the house rules and play co-operatively together. Children have extremely positive relationships with the childminder and confidently seek help and reassurance from her.

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

The highly professional childminder strives for excellence. The quality of her teaching practice and the delivery of the educational programmes are constantly under review. The childminder is a reflective practitioner, who uses self-evaluation to drive improvement. The childminder highlights how she is using the characteristics of effective learning, to deepen her understanding of how children learn and how this is impacting on the learning environment she provides. The childminder strives to improve practice and is dedicated to ongoing professional development. However, there is scope to improve her skills regarding current practices to further enhance and secure the highest levels of quality in the provision. She explains that following attendance at an observation, assessment and planning course, she has strengthened her understanding of schematic play and how she can support children with this. This ongoing thinking and reflective practice, ensures the quality of teaching has an extremely effective focus on enhancing children's learning.

The childminder uses her expert knowledge to make precise observations, with a focus on children's abilities and interests, clearly capturing what the children can do and their next steps in learning. The childminder completes a detailed daily diary and captures children's learning and achievements in a photographic learning journal record. The childminder plans exciting activities based on information contributed from parents, to support children's ongoing development.

The childminder has robust policies and procedures in place that support her practice. She has an excellent knowledge of the safeguarding and welfare requirements and is very confident in the procedures to follow to keep children safe. She keeps the best interests of children and parents at the forefront of her practice at all times. The childminder has excellent partnerships with parents and other agencies. The valuable relationship that has been formed with the local school enables the childminder to provide continuity of care and complement what children are learning at nursery within her provision. Parent contributions are extremely positive. They express how they, 'love to see their child engage in so many fun activities' and that they are, 'so proud of the learning and progress and would not change anything'.

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	EY298470
Local authority	Bolton
Inspection number	872987
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	14/11/2008
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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