

Inspection date	10/12/2014
Previous inspection date	11/01/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The childminder has a comprehensive knowledge of how to manage any safeguarding concerns she may have about children. She manages risk well to help keep children safe by minimising any hazards.
- Children learn good social skills, as a result of the consistent practice of the childminder. They are confident in developing the self-help skills needed for their next steps in learning.
- The childminder establishes children's starting points in learning when they begin to attend and provides activities which offer challenge that is well-matched to extend their skills. Children, therefore, make good progress.
- The childminder understands how to work effectively in partnership with other agencies and settings to support continuity of care and learning for children.

It is not yet outstanding because

- The childminder has not explored all ways to build on her current good practice when supporting parents to engage with their children's learning in order to make this highly successful.
- The childminder has not made full use of opportunities to raise children's awareness of diversity in communities and their different methods of communication.

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 viewed the areas of the premises used for childminding.
- The inspector checked the qualifications of the childminder, along with evidence of the suitability of adults living or working on the premises.
- A joint observation was carried out by the inspector and the childminder.
- The inspector examined samples of documentation related to children's welfare and learning, used by the childminder when caring for children.
- The inspector and the childminder discussed the childminder's knowledge of areas, such as safeguarding and supporting individual children's learning.
- The inspector and the childminder discussed the ways in which the childminder evaluates her provision and seeks the views of others to inform this.

Inspector

Jennifer Kennaugh

Full report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two school-age children in the Ramsbottom area of Bury, Greater Manchester. All areas of the house are used for childminding apart from the bedrooms on the first floor. Bathroom facilities are situated on the first floor. There is a rear garden for outdoor play. The family has a pet cat. The childminding provision operates from 8am to 5.30pm on weekdays all year round apart from bank holidays and family holidays. The childminder is qualified to level 3 in childcare. There are currently five children on roll attending for a variety of sessions, of whom four are in the early years age range.

What the setting needs to do to improve further

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

- explore ways to extend the current effective partnership working with parents to enable them to provide greater support for their children's learning at home
- enhance the ways in which children learn about different communities in the world, including their methods of communication.

Inspection judgements

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

The childminder plans educational programmes that cover all areas of learning and offer levels of challenge which are well-matched to children's ages and stages of development. As a result, children make good progress in learning. She provides interesting adult-led activities, such as making Christmas wreaths, as well as time for children to choose freely from the resources available. This means that children have opportunities to learn to concentrate on activities led by adults in preparation for school, as well as being able to make their own decisions about what to play with. This supports their independence and creativity, as they decide which resources to combine for their play. For example, children select small world toys, such as, 'superhero' figures for their imaginative play and take these to the large tray of cereal and pasta, which they used in an earlier activity. The childminder leaves these resources accessible, as she understands that children like to reinforce their learning by re-visiting activities to extend their learning at their own pace. She completes robust assessments of children's progress from when they begin to attend in order to make detailed plans for their future progress. Assessments cover all areas of learning and include the progress check for children between the ages of two and three years. As a result, the childminder quickly identifies any emerging gaps in children's progress and makes plans to address these, in order to minimise greater future difficulties.

The childminder makes use of information provided by parents when children join her setting in order to make initial plans for learning. She then continues to use information they provide, such as, about activities children participate in away from the childminding setting, in order to support their learning. For example, she talks to children about what they have done at the weekend or their sports activities in order to extend their speaking and recall skills. The childminder provides regular opportunities for parents to engage with their children's learning, by sending parents information about their children's progress and photographs of children engaged in activities. Parents are also supported to make a contribution to children's progress checks between the ages of two and three years. However, the childminder has not explored all ways for parents to make enhanced contributions to their children's progress, such as, by suggesting learning activities for at home in order to extend her existing good practice when working in partnership with parents. The childminder makes good use of what she knows about children's interests and preferences in order to motivate them in their learning. She uses her knowledge of children's preferences for book, film and television characters in order to offer activities for early writing that are linked to these and also provides books that relate to these. This enhances children's progress in the skills needed before learning to write, as well as sustaining their interest in stories so that they enjoy early experiences in literacy. The childminder also uses their interests to encourage children who are ready to learn letters and sounds, as well as to write some simple words. This motivates them to enjoy their learning in literacy. Children are, therefore, keen learners as a result of the childminder's use of their interests, and this facilitates their progress.

The childminder makes effective use of questions to test children's learning and help them to practise their skills. For example, she asks children to count out spoonful's of oats when children are making 'reindeer food' as part of a range of creative activities before Christmas. This supports children's recall of numbers and teaches them the quantities that match the words. She also asks children if they are taking small or big spoonful's, so that children have to think about the comparative size of these in order to answer. This enhances their learning about measuring and space. Children learn about some festivals celebrated by others, such as, Hanukkah and Diwali in order to gain an awareness of diversity. For example, the childminder meets with other childminders for their children to share activities about festivals, while promoting their social skills through this. Although, the childminder has not yet explored other ways to enhance children's awareness of diversity, including the methods of communication used by different communities in the world. Children learn about the natural world, such as, the changes due to the seasons, during outdoor activities. For example, they go for walks in country parks and collect a variety of leaf shapes then use these to make prints with paint. This provides a creative experience for children, as they choose which shapes and colours to use.

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

The childminder seeks detailed information from parents about how she can best support children's good health and well-being, prior to their children joining her setting. She maintains information about children's dietary needs and their routines, in order to provide continuity when supporting their physical well-being. The childminder also obtains

information to support children's emotional well-being, such as, about how to comfort them if they are tired or unsettled. She shares her policies and procedures with parents, so that they can refer to them in order to see how they are used to promote their children's welfare. Children's emotional well-being is supported effectively when they join the childminder's setting. This is because the childminder works with their parents to provide a programme of increasing visit times, based on how children are settling. Parents and the childminder exchange information daily about children's well-being, through a variety of means. Parents are, therefore, well-informed about their children's care and the activities they have participated in each day. As a result of the close partnership working between parents and the setting, children are settled and very confident. They demonstrate this by exploring their environment and the resources thoroughly, as well as frequently engaging the childminder's attention through talk.

The childminder prepares children emotionally for their next stages in learning by equipping them with the self-help skills needed to enhance their confidence. For example, they are encouraged to put on and take off outdoor clothes and shoes independently, to prepare them with the skills needed to manage this when they attend school or pre-school. The childminder understands the importance of exchanging information with other settings children may attend, when this is needed, in order to support continuity of their care. She has methods in place to support this, such as, a 'communication book' that is shared between herself, any other settings and parents. This means information can be passed on quickly to enhance the support for children's well-being and progress. Children have opportunities for outdoor exercise that challenge their developing whole-body coordination. The childminder provides equipment for this on the premises and also takes children to local parks and playgrounds, so that they can test their skills using larger equipment. As a result, children have regular opportunities to enjoy exercise outdoors as part of a healthy lifestyle and develop an understanding of taking reasonable risk in play. The childminder provides nutritious meals to ensure that children enjoy a balanced diet in her care and begin to learn about the foods that contribute to a healthy lifestyle. For example, fruit is promoted at snack times as a healthy choice.

The childminder encourages children to make a positive contribution by sharing the responsibility of tidying up toys, so that they learn the satisfaction from helping as part of a group. This develops children's self-esteem as the childminder praises them for their efforts, enhancing their emotional well-being. The childminder helps children to learn about maintaining good personal hygiene, such as, washing their hands before eating and keeping their noses clean. She teaches children about road safety, when on outings, in order to contribute to children's future independence when managing their own safety. The childminder implements positive strategies for managing children's behaviour to help them learn how to manage this themselves. For example, she acts as a good role model for children so that they learn appropriate manners. She continually emphasises the importance of sharing and taking turns in order to implement consistent boundaries. This helps children learn how to manage their own feelings and behaviour.

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

The childminder has a thorough knowledge of the procedures she should follow if she has any safeguarding concerns about children, including if an allegation is made against herself or her family. She keeps her knowledge up to date and implements all required policies for safeguarding children's welfare, including those for the use of mobile phones and cameras on the premises. This is in order to protect images of children from being misused. All adults living or working on the premises have been checked for suitability. The childminder has a valid qualification in paediatric first aid, so that she can deal with minor accidents and injuries correctly. She obtains written permissions from parents in order to work in partnership with them, including administering medicines to children. She completes and implements effective risk assessments for the premises and all outings, in order to identify any hazards and minimise these to support children's safety. Risk assessments are regularly reviewed to ensure they continue to be effective and meet the needs of all children attending. All required documentation is in place to support the safe and effective running of the childminding setting. The childminder implements policies effectively to promote children's care and learning.

The childminder has a comprehensive knowledge of the learning and development requirements of the Early Years Foundation Stage. She, therefore, plans challenging activities which meet children's learning needs and enable them to make good progress. The childminder makes frequent observations and thorough assessments of children's learning. As a result, she is able to make precise plans for their future progress and quickly address any emerging gaps in learning, in order to minimise future difficulties. The childminder uses her knowledge of children's interests and any observations of their progress provided by their parents, in order to inform her planning for children's future learning. She monitors the breadth of her observations and assessments so that the activities provided cover all areas of learning. This means that the educational programme meets children's individual needs, so that they make good progress towards the early learning goals. The childminder has a comprehensive understanding of how working in partnership with other agencies and settings provides continuity for individual children's welfare and learning, when this is needed.

The childminder seeks parents' views regularly through both verbal and written means in order to inform evaluation of her practice. The childminder also asks children what they like to do in the setting, in order to use their views to enhance the provision. The childminder demonstrates a purposeful approach to her professional development as a result of evaluation of her practice. For example, the childminder has completed a childcare qualification at level 3 since the last inspection. As a result, the knowledge and skills gained from this have enhanced her practice when supporting children's well-being and learning. In addition, the childminder has addressed all recommendations from the previous inspection in order to enhance her practice. The childminder, therefore demonstrates an efficient approach to bringing about continuous improvement in practice.

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	EY414629
Local authority	Bury
Inspection number	879831
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	11/01/2011
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

