

Inspection date	07/01/2015
Previous inspection date	10/08/2011

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 good knowledge of how children learn. She plans a varied educational programme built around their interests and stages of development. Consequently, children are motivated and make good progress in their learning.
- Children's emotional security is fostered well by the childminder which supports their well-being. Good admission procedures when moving into the childminder's care and onto school help children to settle and feel secure.
- Partnerships with parents support sharing of information to provide continuity of care and well-being for all children. The childminder ensures parents contribute to children's starting points for learning and are kept well informed of the progress in their development.
- The childminder follows effective procedures that promote children's health and safety. Effective risk assessments maintain a safe environment. The childminder has a good understanding of how to protect children from potential harm, as her knowledge of safeguarding is secure.

It is not yet outstanding because

- Opportunities for parents to contribute on-going information about what their children are learning at home are not fully robust.
- There are fewer opportunities for younger children to extend their choices when playing outdoors.

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, training records, self-evaluation and children's records.
- The inspector considered suitability checks carried out for all adults within the home.
- The inspector took into account parents' written views.

Inspector

Kate Smith

Full report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She lives with her partner and three children in a house in the Tottington area of Bury. The whole of the ground floor, which includes toilet facilities, is used for childminding. There is a rear garden for outside play. The family have one dog and one rabbit as pets. The childminder attends toddler groups, soft play centres and visits local parks on a regular basis. There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder is able to take and collect children from local schools. She operates all year round, from 7.45am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- increase opportunities for all parents to consistently share information in relation to their children's learning at home, to inform future planning and fully extend children's learning
- extend opportunities for babies and younger children to make independent choices about their play in the outdoor environment

Inspection judgements

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

The childminder has a good understanding of how children learn. As a result, she provides developmentally appropriate activities that are fun and built around children's interests. For example, young babies investigate the texture of a range of different objects, which supports their sensory development. The childminder plans appropriate next steps for individual learning. This means that children are engaged in a range of learning opportunities that are differentiated to provide sufficient challenge. For example, younger children make marks with crayons on paper as they draw. Older children use the resources to write birthday invitations, giving specific meaning to the marks they make, supporting their emergent writing skills. Children concentrate and learn to take appropriate risks in their play as they cut paper with scissors. The childminder recognises patterns of play and enhances them appropriately. For example, young children drop crayons onto the floor and pick them up, to put them back into the pot. The childminder responds by modelling throwing a ball into a small box and encourages them to try. Children are encouraged to persist and are delighted when they succeed. The childminder provides a varied range of learning experiences that cover all areas of learning. As a result

of her skilful teaching, children are acquiring the skills that will help them as they move onto nursery and school.

The childminder uses appropriate questioning to promote children's language development. For example, she encourages them to hold small ice models and to talk about what they feel like. She explains to children how things work to enhance their understanding. For example, the childminder tells them the ice is turning into water because it is melting. The childminder listens to children and affirms their comments. With young babies she copies their emergent vocal sounds, which gives them encouragement and personal confidence. The childminder reads stories and encourages children to find the letter that matches the initial one of the character on the page. For example, children find the letter c to match the cat, which supports their literacy skills. Similarly, they match the correct numeral to correspond to the number of characters on the page. Children count everyday objects as part of their play, demonstrating they are familiar with the use of numbers. The childminder uses size and positional language, as she helps them connect the train track, which also further supports their mathematical development. Children are eager to take part in action rhymes which enhances their physical development, as they jump and pretend to row their boats. Children bounce on the outdoor trampoline and climb the ladder of the slide, which develops their coordination and gross motor skills. They hold windmills that spin quickly as they explore the effect of the wind. Children help to care for the family rabbit, who lives in the garden, which means they are learning to nurture living things.

The childminder gathers initial information from parents about their children's needs and interests. As a result, parents contribute to children's starting points for learning. However, opportunities for parents to share on-going information about children's learning in their home environment are not fully robust. This means that the childminder is unable to take this into account, to plan complementary learning experiences, and to maximise children's development. Annotated photographs and written observations of children's play document their learning. The childminder assesses their development well and uses this information to plan experiences to extend children's learning. She tracks children's progress in real time, so she is always aware of any potential gaps in their development. She shares this information with parents to provide opportunities for continuity. The childminder has implemented the required progress check for children between the ages of two and three years. This means that she is able to share with parents whether their children's learning is developmentally appropriate. The childminder understands how to seek support from other professionals to help individual development, if required.

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

The childminder works closely with parents during admission visits to gather information about children's individual care routines. She respects unique qualities and personal preferences which helps children to settle in well. As a result, they form warm and supportive attachments with the childminder, which foster their emotional development. Babies cuddle into her arms and put their fingers to her lips as she copies the emergent vocal sounds they make. This shows they feel safe and stimulated, as they respond well to the childminder's warm and loving approach. Children are happy and demonstrate a sense

of belonging. As a result, they have the confidence and security to explore the safe, learning environment that the childminder provides. Resources are well labelled with images and print and stored at low level. This means that children can make independent choices about their play.

The childminder acts as a positive role model to children. She uses good manners at all times and encourages turn taking and sharing of resources. The childminder helps children to understand how to manage their feelings and be kind to one another. For example, young children independently take toys to a baby so that they can have a turn. The childminder has consistent boundaries of expectation that help children learn how to behave in certain situations. For example, they use a knife carefully to chop up fruit and spread cream cheese onto crackers. This means they learn how to keep themselves safe, which supports their welfare and yet enables them to take appropriate risk. Children also they learn about safety by taking part in regular emergency evacuation procedures.

The childminder uses praise effectively to boost children's self-esteem, which enhances their personal confidence. She encourages young children to be independent where possible. The childminder provides healthy nutritious meals and respects parent's wishes, by adapting food provision to support children's individual needs. Children exercise in the fresh air, as they play in the garden, which supports their well-being and their physical development. However, there are fewer opportunities for the youngest children to make independent choices during outdoor play. They visit local community facilities, such as local parks and soft play centres to enhance their coordination and climbing skills. Children attend local toddler groups where they mix with other children, building their social skills and personal confidence. As a result, they are acquiring the personal skills that will help them in their future moves onto nursery and school. The childminder supports children's understanding prior to moving onto school by showing them photographs of their new classroom. She talks to them about what to expect, which supports their emotional security and prepares them for new experiences. The childminder has an up-to-date paediatric first aid qualification. Consequently, she is able to take appropriate action quickly, in the event of a minor injury, to promote children's health and well-being.

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

The childminder has a secure knowledge of the safeguarding and welfare requirements. Consequently, children's safety is well promoted. Parents are made aware of the childminder's extensive policies and procedures during the admission process. This means they are aware of how the childminder supports children's welfare and well-being. Effective risk assessments of the childminder's home and for daily outings, minimise hazards and maintain a safe environment for children. The childminder has attended safeguarding training and has a very clear understanding of how to protect children from potential harm. As a result, procedures are implemented to support children's welfare, including the use of cameras and mobile phones.

The childminder demonstrates a good understanding of her responsibilities to meet the learning and development requirements. She uses detailed observations and accurate

assessments to plan effective educational programmes for all areas of learning. Children are motivated to learn as they take part in meaningful learning experiences that are developmentally appropriate. The childminder tracks individual development in all areas of learning to monitor potential gaps. As a result of effective teaching, all children make good progress towards the early learning goals.

The childminder is a member of a local childminding network and attends meetings where she exchanges ideas about best practice with other childminders. She has recently completed a relevant level 3 qualification and keeps her knowledge up to date by attending regular training. The childminder has acted on both recommendations made at her last inspection. This demonstrates a desire to drive forward continuous improvement to the service that she provides. The childminder reflects on her provision and is fully aware of her strengths and areas she intends to develop further. Future plans are meaningful and will enhance learning opportunities for children. For example, the childminder wants to incorporate into the garden an area dedicated to planting and growing vegetables. This will help to enhance children's understanding of where certain healthy foods come from. The childminder has established strong partnerships with other early years providers that children also attend. This supports continuity in care and learning for children. The childminder keeps parents well informed about activities their children have taken part in and individual progress in their learning. She gathers parent's views through verbal discussions, daily diaries and questionnaires. Parents comment that their children enjoy attending and that the childminder 'fills childhood with love and laughter'.

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	EY419844
Local authority	Bury
Inspection number	879993
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	10/08/2011
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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