

Inspection date	06/12/2012
Previous inspection date	14/05/2012

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

- At registration, the childminder learns from parents what the child does at home. This information is used well to plan activities that interest children and to build on what they already know.
- The environment is safe and welcoming. Children use good quality toys and equipment and are supported well by the childminder as they play.
- Children's assessments are completed in order to effectively monitor their development and to show parents the progress children have made in the seven areas of learning.
- Children have regular opportunities for energetic outside play which includes trips to the park, to promote their good health and to increase their enjoyment.

It is not yet outstanding because

- The childminder does not always remind children to pronounce words properly in order to support children's language skills effectively.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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

- Observations were conducted and discussed with the childminder.
- The inspector took account of the views of children spoken to on the day.
- The inspector looked at children's records of achievements including some assessment documents, policies and procedures and other relevant documentation.
- The inspector took account of the written views of a parent obtained on the day.

Inspector

Cathleen Howarth

Full Report

Information about the setting

The childminder registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, adult daughter and son-in-law in Guide Bridge, which is an area of Audenshaw in the Metropolitan Borough of Tameside. The family has a dog, which lives in the house. The whole of the ground floor of the childminder's house is used for childminding and the bathroom is on the first floor. There is an enclosed back garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The childminder's provision is

open throughout the year with the exception of family holidays.

Currently there is one child attending in the early years age range. The childminder also cares for her grandchildren. Children attend on a full and part-time basis.

The childminder receives support from the local authority.

What the setting needs to do to improve further

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

- extend support of children's acquisition of language by consistently reinforcing the correct pronunciation of words.

Inspection judgements

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

The childminder provides interesting and challenging activities that help and encourage children to take the next steps in their learning. She records observations of children at play, finding out about and respecting children's interests, preferred learning styles and abilities. This means the childminder has good quality information which she uses to ensure that the educational programmes have depth and breadth and that over time children's activities cover all seven areas of learning.

The childminder maintains children's individual development files, which include children's assessments and pictorial examples of what children have achieved. The information obtained is effectively linked to the development bands in the guidance Development Matters in the Early Years Foundation Stage to track children's progress. As a result, the childminder uses these assessments to plan experiences and provide support which focuses on their individual learning needs. The information also enables parents to clearly see how children are working comfortably within the typical range of development expected for their age and together they are able to address any concerns in a timely manner.

The childminder has high aspirations for the children. She recognises the value of play and understands how children learn. She plans a balance of child-initiated and adult-directed activities, understanding that over directing children's play can sometimes disturb a child's flow of ideas. Children are immersed in their activities. For example, they use good quality resources, like the alphabet bricks, to spell their name and other words. The childminder

plans for children's learning and promotes their communication and language skills well. However, on occasions the childminder misses opportunities to reinforce children's learning of how to pronounce words. For example, she does not always remind children of the correct pronunciation of words such as 'red' to help them communicate clearly.

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

The childminder helps to build trusting relationships with the children's parents to ensure that every child's care is tailored to meet their individual needs. The secure attachment with the childminder helps children to feel relaxed and confident in a stable, caring, supportive and welcoming environment. Transition arrangements are effective and parents are given as much time as they need to introduce and settle children into the setting. Parents are encouraged to contribute to the children's daily diaries and this enables the childminder to plan activities and follow the child's interests. The childminder works closely with the children's key person at nursery to promote a cohesive approach to delivering the framework. For example, she finds out about the nursery's themes and topics so that she is able to effectively reinforce children's learning and development at her setting.

Children show that they feel safe and secure at the setting and if upset they are confident in approaching the childminder. Children are supported in gaining an understanding of managing their own risks through well supervised activities. For example, meal times are always treated as sociable occasions and at snack time children help the childminder to set and clear the table. They are encouraged to use a knife to butter the toast and to spread the jam and they pour their own drinks. These measures effectively promote children's independence skills.

Children's good health is positively promoted as children's dietary requirements are well met through a varied range of nutritious food and drink offered to them throughout the day. Children enjoy fresh air and exercise and the arrangements for the regular use of the outdoor provision positively promote children's health and physical development. Care practices are effective and this includes liaising with and working closely with parents in relation to children's toilet training.

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

The childminder is enthusiastic and committed. She is keen to drive improvement and works well with officers from the local authority who offer advice and guidance. Action plans clearly help to identify and prioritise aspects of the provision to be developed. As a result, all the actions and recommendations raised at the last inspection have been fully addressed and this has improved outcomes for children. The children benefit from the childminder's improved systems for observing and planning for their progress. The childminder works with other childminders when reflecting on her own practice and input into children's learning which supports her own evaluations, and helps her to make further improvements for children.

The childminder has secure knowledge and understanding of her responsibilities in meeting the learning and development requirements. There are effective recording systems in place to monitor children's progress towards the early learning goals and this enables the childminder to ensure that any gaps in children's learning are addressed.

The childminder clearly knows the importance of meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. High priority is given to child protection and the childminder provides appropriate support for children with special educational needs and/or disabilities when relevant. The childminder is able to put into place early interventions, through effective interagency working, in order to improve outcomes for children. For example, the childminder has previously worked in partnership with parents and a speech and language therapist. She has helped to set and monitor attainable targets to narrow achievement gaps.

Working with parents as partners is an integral part of the provision. Relevant information, including the childminder's policy and procedure file, is easily accessible for parents to view. The childminder encourages parents to be involved in their children's learning, for example, children borrow their favourite story books for parents to read to them at home. Parents provide positive feedback. A parent comments on how well the childminder keeps them informed about their children's progress and any special events including trips and outings.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in

	order to be good.
Grade 4 Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. 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	EY437600
Local authority	Tameside
Inspection number	800081
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	14/05/2012
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 that are usually their 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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