

Inspection date

Previous inspection date

22/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Teaching is rooted in the childminder's secure knowledge and understanding of the Early Years Foundation Stage and how children learn. As a result, children make consistently good progress in relation to their starting points.
- Children develop strong, emotional attachments with the childminder who provides a caring and loving environment. This means that children feel safe and secure, which successfully promotes their physical and emotional well-being.
- The childminder has a very good knowledge and understanding of her responsibility to safeguard children, which is successfully translated into practice. As a result, children are well protected and can play and learn in a safe environment.
- Partnerships with parents are strong and make a significant contribution to meeting children's individual needs.

It is not yet outstanding because

- Children's good exploratory and investigation skills are not fully challenged because the stimulating environment is not as extensively resourced with natural and open-ended materials to support this aspect of their learning.
- Opportunities for children to enhance their learning about the similarities and differences between people have yet to be fully extended.

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 children's activities in the lounge and carried out a joint observation with the childminder.
- The inspector held discussions with the childminder and talked to children throughout the inspection.
- The inspector checked evidence of the suitability of the childminder.
The inspector looked at various documents including a sample of policies and procedures, planning, observation and assessment systems and children's individual learning records.
- The inspector discussed the childminder's self-evaluation process.

Inspector

Julie Kelly

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult daughter and seven-year-old child in a house in Marple, Stockport. The whole of the ground floor is used for childminding purposes. There is a large, enclosed rear garden available for outdoor play. The family have a dog and cat as pets. The childminder attends a toddler group and play activities at the local children's centre and visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. There are currently two children on roll, both of whom are within the early years age range. Children attend for a variety of sessions.

What the setting needs to do to improve further

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

- enhance opportunities for babies and children to extend their very good exploratory skills and develop their strong sense of curiosity even more, for example, by providing treasure baskets filled with an extensive range of natural materials for them to investigate
- strengthen children's existing good knowledge of the world around them by promoting extended opportunities for children to learn about the similarities and differences between people, for example, by providing an extensive range of multicultural resources, such as, pictures, signs and symbols, small world people and books.

Inspection judgements

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

Children's enthusiasm for learning and the levels to which they succeed is enhanced by the childminder who has a good knowledge of the Early Years Foundation Stage and a very secure understanding of how children learn. As a result, children make good progress in relation to their starting points and consistently demonstrate the characteristics of effective learning. The childminder is enthusiastic and full of fun and this is reflected in the motivation and enthusiasm of children as they learn and play. For example, babies have a wonderful time as they explore the texture of glue with their fingers and experiment with paper, cardboard, pom-poms and ribbon during a collage activity. The environment is filled with the sound of laughter as children and the childminder talk, play and learn together. Children are provided with a wide range of interesting and good quality resources to promote their natural curiosity and develop their exploratory skills. For

example, they investigate cornflour and water, dried oats and sand and enjoy experimenting with paint. However, the environment is not as well resourced with natural and open-ended materials to further enhance children's already good exploratory skills.

The childminder places a strong focus on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. As a result, children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning and eventually, school. Babies demonstrate high levels of confidence and independence as they freely move around the environment and make choices about what they want to do. The childminder provides skilful and sensitive support to help children to achieve, which effectively builds their self-esteem. For example, she claps and cheers when babies discover that they can make sounds when they bang drumsticks on a box. The childminder is particularly good at helping children develop their communication and language skills as she constantly talks to them during play and daily routines. She teaches children to extend their vocabulary, through reading stories, naming objects as they play and singing rhymes and songs, such as 'row, row, row your boat' and 'round and round the garden'. The childminder provides children with a wide range of opportunities, activities and experiences to promote their large muscle control and coordination. For example, babies have the freedom and space indoors to move, stretch, crawl and cruise along furniture. Older children develop large muscle control and coordination outdoors as they ride wheeled toys, run around outside and use climbing equipment. The childminder makes good use of the local environment to teach children about the community in which they live. For example, she takes children to a range of activity play sessions, childminding groups, the library and park. However, children's ability to learn about the similarities and differences between people is not as well supported within the childminder's home as other aspects of their learning as, for example, resources that reflect diversity and multiculturalism are not as evident.

The childminder gathers information on entry from parents about children's learning and development and their individual interests. This information along with future observations is used effectively to plan for children's future learning. The childminder has a very secure knowledge of each child in her care and a thorough understanding of how they learn. She skilfully supports children's development and recognises that they learn through well-planned play in a rich and stimulating environment. The childminder has a comprehensive knowledge of children's current stage of development through accurate observations and assessments. This ensures that children's needs are clearly identified and the information is effectively used to inform future planning. Consequently, any gaps in learning are quickly identified and appropriate interventions can be sought if necessary, to enable all children to achieve their full potential. Children's progress is tracked through a continuous assessment of their achievements. This helps the childminder to support them to make good progress in their learning and development, as their unique needs are recognised and planned for. Each child has their own learning journal record, which contains observations, plans for future development, ongoing assessments and samples of children's work. Children's needs are further addressed through strong and effective partnerships with parents. The childminder values parents' input and shares information about how they can help their child's learning through simple activities at home. Parents are given information about their children's learning through verbal feedback, daily diaries and opportunities to view children's records. This effective process of two-way information

sharing means that children experience continuity and consistency of care and learning. Although the childminder has not yet had reason to make links with other settings or schools, she fully understands the importance of working in partnership to support children when the time comes to move on.

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

The caring and sensitive nature of the childminder means that children form secure attachments and their emotional well-being is consistently supported. Babies are nurtured by the childminder who intuitively 'tunes in' to the individual sounds, gestures and facial expressions they use to communicate. Consequently, she responds quickly to their physical and emotional needs. For example, they are cuddled and comforted when they show signs that they are tired or upset. Babies spend quality one-to-one times with the childminder engaging in activities, such as, sharing books, singing songs and exploring musical instruments. Children show that they are happy and content with the childminder and have their emotional needs met through genuine care and affection. The childminder teaches children to be aware of the importance of healthy eating as she provides them with nutritious snacks and meals and encourages them to try new foods and textures. Children are independent as they choose resources for themselves and manage their personal needs in readiness for school.

The childminder sets a positive example about good hygiene practices and teaches children to wash their hands after using the toilet to remove germs. Children have access to the garden, go for regular walks and visit local parks and places of interest, where they benefit from fresh air and exercise. The provision of quiet, cosy areas indoors gives children opportunities to rest and relax. As a result, children's good health and hygiene is successfully promoted, which in turn has a positive impact on their physical and emotional well-being. The arrangements for supporting children with the settling-in process are carefully planned with parents from the point of entry. The childminder gathers information from parents about children's likes, dislikes, interests and favourite activities. As a result, children very quickly adapt to the environment and daily routines. Children engage in challenging and motivating tasks and develop a good level of emotional security. This means they can make the best of all activities in preparation for the next stage in their learning.

The childminder helps children manage their behaviour as she explains about sharing and being kind to each other and distracts them with other resources and activities when necessary. She is fully aware of the need to manage behaviour at an appropriate level, that is relevant to individual children's ages and stages of development and their level of understanding. The childminder teaches children about keeping themselves safe, both within the home and when on outings. Babies begin to develop an awareness of their own safety as they help the childminder to fasten the straps on the high chair.

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

The childminder has a good knowledge and understanding of how to protect and safeguard children. For example, there are detailed policies and procedures in place for safeguarding and she has completed safeguarding training. She has a very secure understanding of the signs and symptoms of abuse, what to do and who to contact in the event of a child protection concern. Parents have access to copies of organisational policies and know the procedure to follow should they have any concerns about the childminder or her associates. The environment both indoors and outdoors is well maintained, clean and safe so that children can explore all areas freely and in safety. The childminder effectively assesses risks and takes steps to ensure hazards are minimised. For example, there are safety catches on doors to prevent children from trapping their fingers and safety gates in place so that children cannot access the kitchen or hallway unsupervised. Furthermore, the vigilance of the childminder, consistent supervision of children, the verification of the identification of visitors and locks on doors, ensure that children are protected from unwanted visitors. As a result, children are kept safe from harm.

The childminder oversees the educational programme and ensures it is effective so that children have access to a broad and balanced curriculum. She monitors observations and assessments and reviews children's learning records to ensure they accurately reflect children's learning and progress. The childminder is passionate about and is committed to her work with children and this is reflected in her enthusiasm and the enjoyment she demonstrates when interacting and playing with them. She is fully aware of her strengths and areas for development and has plans in place for the improvement of the service. The childminder is dedicated to her role and is keen to attend training to extend and strengthen her knowledge and skills. In addition, she is proactive at seeking out support and advice through attending workshops which are delivered by the support childminder. The childminder asks parents for their feedback about the service she provides on a regular basis and their ideas and suggestions are listened to and are acted upon.

The childminder has a secure understanding that working very closely with parents has a significant impact on children's learning and development. Parents have constant access to information about children's learning, development and progress through daily discussions, text messages and children's learning journal records. The childminder states that parents say that they are very happy with the service and the care and education their children receive. She comments that they are overwhelmed with the progress their children make in their 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. It will be monitored and inspected within twelve months of the date of this 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		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	EY467191
Local authority	Stockport
Inspection number	939668
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	2
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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