

Inspection date

Previous inspection date

29/07/2014

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

- Children are progressing well because the childminder and her assistant are knowledgeable about how children learn and teaching is good.
- Safeguarding and welfare requirements are clearly understood by the childminder and her assistant. Clear policies and procedures are in place to aid the smooth running of the setting.
- Children settle well and enjoy their time in the care of the childminder and her assistant. They feel safe and build strong attachments, which promotes their well-being and confidence.
- The childminder and her assistant establish good communication with parents. This keeps them informed about the events of their children's day and involves them in their child's learning and development.

It is not yet outstanding because

- Children are not always well supported to investigate and explore natural materials using all of their senses.
- The childminder does not always make best use of everyday activities and routines to develop children's understanding of number, size and shape.

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 and viewed the resources and equipment available to promote children's learning and well-being.
- The inspector spoke with the childminder and her assistant at appropriate times throughout the inspection.
- The inspector looked at the records kept and viewed a selection of policies and procedures.
- The inspector toured the areas used for childminding.
- The inspector checked evidence of the suitability and qualifications of the childminder and her assistant, and the childminder's self-evaluation and improvement plan.
- The inspector took account of the written feedback from parents.

Inspector

Emma Barrow

Full report

Information about the setting

The childminder was registered in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in a house in the Hurstead area of Rochdale and uses both the ground and first floors of her home and the enclosed garden for childminding. She attends a childminder group and the local children's centre and visits the local shops and park on a regular basis. She collects children from local schools and pre-schools. The childminder's husband works with her as an assistant. There are currently nine children on roll; seven of whom are in the early years age group and attend for a variety of sessions. There are two school-age children who attend before and after school. The childminding provision is open all year round, from 7am to 6pm, Monday to Friday, except for family holidays.

What the setting needs to do to improve further

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

- provide further opportunities for children to explore using all of their senses, for example, by extending the range of natural resources available for children to use
- build further on children's opportunities to explore number, shape and size, for example, by using mathematical language during daily routines and as children play.

Inspection judgements

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

The childminder and her assistant are knowledgeable and enthusiastic practitioners. They demonstrate a good understanding of the learning and development requirements and how children learn. As a result, children are engaged and motivated in their play. Children make good progress in their learning because there are effective procedures for monitoring children's progress towards the early learning goals. The childminder collects detailed information on children's starting points, which she uses to plan a range of stimulating and interesting play opportunities for them. Through timely and accurate observations, the childminder continues to assess what children are able to do. From this detailed information, she plans activities that ensure children continue making good progress in all areas of their learning. The childminder completes learning journey records for all children that highlight their next steps in learning. There is a good selection of toys and resources for the children to use. However, children have fewer opportunities to investigate natural materials and objects within the setting, to support their understanding of the world and strengthen their sensory development.

The childminder and her assistant effectively support children with their communication and language development. They talk to children while they play and provide a running commentary during activities and routines. This gives meaning to what the children are doing and reinforces their learning. The childminder uses incidental teaching to extend children's learning, for example, when the children talk about caterpillars, the childminder explains about butterflies and uses books to support children's understanding of the wider world. However, opportunities are occasionally missed to increase their mathematical learning, for example, by introducing conversation about number, size and shape into everyday activities and play. A variety of print can be seen in the environment, which helps children begin to recognise letters.

The childminder is keen to include parents in the day-to-day life of the setting, and their child's learning. To do this she uses daily diary records that detail activities the children have enjoyed, alongside notes on their personal care routines. Parents are involved in their children's learning from the beginning. The childminder uses her settling-in procedures to gain information about children's individual needs, abilities and preferences. The daily exchange of information enables this to continue and encourages parents to be involved in their children's learning. The learning record for each child includes observations, assessments and regular summaries, which are shared with parents to keep them informed of their children's progress and how it can be further supported at home.

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

Children are settled and happy with the childminder and her assistant, as they are sensitively supported with their transition from home into their care. The childminder offers settling-in sessions and gathers written information about each child from parents. She uses this information, and her own observations, to help her get to know each child and their likes, dislikes and routines. As a result, children's all-round development and emotional well-being are supported. The childminder creates an emotionally and physically safe environment for children to enjoy, ensuring that she gives each child individual attention, praise and encouragement. The childminder supports children to become socially confident through opportunities to mix with others at different local clubs. This helps them become emotionally ready for future transitions to nursery and school.

The childminder actively supports children to gain a clear understanding of their own safety, and that of others. For example, she encourages children to clear toys from the floor and gives them carefully considered explanations as to why this is important. The childminder and her assistant act as good role models so children learn how to behave from the example they set. Consequently, children behave well and show care and consideration for each other.

Children are provided with a variety of balanced and healthy snacks and meals, which increases their understanding of the importance of a healthy diet and lifestyle. They encourage children's independence through day-to-day activities and self-care routines with all resources being easily accessible, encouraging children to make independent choices. For example, children make their own sandwich. This promotes positive well-being and provides the children with a strong sense of belonging.

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

The childminder has a thorough knowledge and understanding of the requirements of the Early Years Foundation Stage. This is supported by an effective range of written policies and procedures. For example, the safeguarding policy contains information regarding the use of mobile telephones and cameras. The childminder and her assistant have attended relevant training, including safeguarding and first aid. Children are effectively safeguarded as they have a robust understanding of how to protect the children in their care. For example, they are well informed about child-protection issues and have the appropriate contact details readily available, should they have any concerns. Children are kept safe in their care because they supervise them well. The childminder completes detailed risk assessments and puts measures in place to provide a safe, clean environment for children to play in, both at home and on outings.

Documentation is well organised and readily available when needed. Registration documentation is clearly on display in the kitchen. Signed parental consents are obtained to ensure children are cared for according to parents' wishes. Effective planning, assessment and evaluation of activities enables the childminder to continually evaluate her provision, giving consideration to her strengths and any areas for improvement. This means she has a clear vision of future developments and how to improve her setting further. The childminder has a strong commitment to training and developing her knowledge of early years practice. She establishes links within the community that offer a wealth of support and opportunities to share good practice.

The childminder has strong relationships with parents. The childminder shares information with parents and carers about the Early Year Foundation Stage, along with copies of policies and procedures, in their welcome pack to support their understanding of her provision. The childminder promotes communication with parents verbally and through the use of daily diaries. This daily exchange of information, both written and verbal, ensures children's needs are effectively met. The childminder monitors activities and children's learning to ensure they are making good progress. The childminder makes very good use of relevant guidance and training to aid her practice, to check children's development and guide her planning. She regularly meets with other childminders to seek guidance, information and advice to support this process. The childminder knows her strengths and has robust plans in place to improve learning experiences for children. As a result, learning outcomes for children are good.

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	EY473002
Local authority	Rochdale
Inspection number	956543
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	9
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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