

Inspection date

Previous inspection date

13/08/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The childminder has an excellent knowledge of how children learn. She provides a rich, varied and imaginative educational programme, with precise assessment and planning for individual children. Consequently, children consistently make excellent progress in relation to their starting points.
- The excellent professional summaries of the children's progress indicate clearly the childminder's understanding of each child's individuality and development. This information, combined with parental knowledge helps to ensure that each child has appropriate opportunities to make progress to the next steps in their learning.
- The childminder is highly skilled and sensitive and helps babies and children to form strong emotional attachments and feel very secure within the provision. This provides a strong foundation to enable them to develop their independence and motivates them to explore.
- The childminder comprehensively identifies and successfully minimises potential risks. Her expert knowledge of the signs and symptoms of abuse and awareness of her responsibility to protect children ensures that children in her care are very well safeguarded.
- Partnerships with parents are highly effective. As a result, information is consistently shared about children's learning and development so that they can continue their learning at home.

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 compulsory part 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 main playroom and lounge.
- The inspector held discussions with the childminder and talked to children at appropriate times throughout the inspection.
- The inspector looked at various documents including risk assessments, planning, observation and assessment systems and children's individual learning records.
- The inspector checked evidence of the suitability and qualifications of the childminder.
- The inspector took account of the views parents from written feedback questionnaires.

Inspector

Julie Kelly

Full report

Information about the setting

The childminder registered in 2014 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her partner and one child aged two years in a house in the Adswood area of Stockport, Cheshire. The whole of the ground floor and a first-floor bedroom and bathroom facilities are used for childminding purposes. There is an enclosed rear garden available for outdoor play. The childminder operates from Monday to Friday, from 7.30am to 6.30pm all year round, except for family holidays. Children attend for a variety of sessions. The childminder takes and collects children from the local schools. She visits toddler groups and the local parks and shops on a regular basis. There are currently three children on roll. Of these, one is within the early years age group and two are school-age children who attend before and after school and during school holidays. The childminder holds an early years qualification at level 3.

What the setting needs to do to improve further

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

- strengthen already excellent knowledge and skills, for example, by seeking out further opportunities for professional development and training in order to maintain outstanding learning outcomes for children.

Inspection judgements

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

The childminder provides a calm, nurturing, caring environment where babies and children can thrive and develop to their full potential. She is highly knowledgeable and enthusiastic and provides a rich and stimulating learning environment where children's individuality is recognised and cherished. For example, when babies see resources that excite them, such as, musical instruments, cars and plastic tubing, they move rapidly towards them. They investigate objects using all their senses, which promotes their exploratory skills and natural sense of curiosity. Consequently, learning outcomes are excellent for children and they make consistently rapid progress in relation to their starting points.

There is an extremely sharp focus on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. As a result, children are exceptionally well prepared for the next stage in their learning and eventually, school. Children develop extremely good social skills because the childminder teaches them to play cooperatively with each other, to take turns, share resources, negotiate and problem solve when carrying out activities. Older children are superb role models for younger children, and relationships between them are very strong. For example, young children watch what older children are doing and try to copy their actions, and older children learn to understand the physical and emotional needs of

babies. The childminder regularly takes children to toddler groups and play sessions in the local community. Consequently, children learn to interact and socialise with children and adults away from the childminder's home. The childminder is highly skilled at teaching children communication and language skills. She provides a running commentary during play and daily routines to describe what children are doing and introduces new words, such as, smooth, soft, shaggy and bumpy to extend their vocabulary. In addition, the childminder asks open-ended questions to encourage them to problem solve and express their thoughts and ideas. The childminder skilfully uses stories, rhymes and songs and non-fiction books to enhance and consolidate children's learning. Children enjoy a wealth of opportunities to develop superb physical skills, both indoors and outdoors. For example, they have free access to the garden, where they can ride wheeled toys, dig, plant and mark make with large chalks. In addition, they benefit from regular access to the nearby parks where they use large climbing equipment. Babies have the space and freedom indoors to move, crawl, stretch and cruise along the furniture.

Observations, assessments and planning for children's next steps are sharply focused, and as a result, children make excellent progress in their learning and development. The childminder establishes children's starting points through gathering very detailed information from parents when children first start. She then carries out further observations during this initial period. This information is used extremely effectively as a baseline, in order to measure children's subsequent progress. The childminder uses a computer software application to maximum effect to record ongoing observations and assessments, and to share information with parents. Parents can add their contributions to these assessments to provide valuable information about what their children have been doing at home. This means that the childminder can plan activities to build on children's prior knowledge, experiences and skills. In addition, parents access the information so that they can talk to their children about what they have been doing with the childminder. Consequently, parents are extremely well supported to help extend their children's learning at home. Each child has an individual profile, stored securely on a tablet computer. It contains spontaneous and detailed narrative observations, photographic evidence of children's learning and development and plans in place for children's future learning needs. Consequently, the childminder identifies children's progress exceedingly well so that any gaps in learning are quickly recognised and are rapidly closed.

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

Children's physical and emotional well-being is extremely well supported. They share very positive relationships with the highly skilled childminder who is caring and sensitive to each child's individual needs. Children play, laugh and squeal with delight. They are full of fun and enthusiasm as they are fully engrossed when they explore a wide range of musical instruments with the childminder. The childminder spends time talking to parents in detail about their children's likes, dislikes and daily routines and provides a highly effective settling-in process to ensure every child feels especially secure. She is always nearby to offer support and encouragement, resulting in children being confident to try new things and fully participate in using the high-quality resources and exciting activities the provision has to offer. The childminder provides opportunities for children to make choices in their activities but also, very importantly, provides a familiar routine, which

helps them feel safe and self-assured.

Children thoroughly enjoy one-to-one times when they sit on the childminder's knee. She spends time on the floor with babies who benefit from her constant attention and support. The childminder helps children to develop a strong sense of belonging and fosters their self-esteem as she praises them when they achieve a task. Children's artwork is attractively displayed on the walls, which results in every child feeling valued and respected. As a result, children's emotional well-being is extremely well supported. Children are given every opportunity to develop their independence and self-care skills. For example, they hang up their coats, help to tidy up and competently cut up their own fruit at snack time. As a result, children gain the skills, abilities and attitudes that prepare them exceptionally well in readiness for school. The childminder is exceptionally skilled at managing children's behaviour. She is calm and patient in her interactions and acts as a good role model. The childminder provides clear and consistent boundaries and teaches children the house rules, which are displayed on the wall. For example, children learn to use kind voices, helping hands and to look after toys and equipment. Older children demonstrate their understanding as they cuddle babies and are careful when playing near them. Consequently, their behaviour is consistently very good.

Children learn about positive eating habits and discuss healthy foods that help their bodies grow. The childminder provides children with healthy snacks, such as, fruit and raw vegetables and home cooked, nutritious meals. She encourages them to try new foods and textures. Their understanding of eating healthily is further promoted as they plant and grow herbs and vegetables, such as onions and potatoes, which they then harvest and eat. The childminder has a thorough understanding of the importance of providing children with opportunities for physical exercise and fresh air and facilitates this through regular outdoor activities and walks within the local community. She provides cosy, comfortable areas indoors where children can look at books and relax. This enables them to be refreshed and make the most of the experiences available to them. The childminder role models excellent hygiene practices, such as teaching children the importance of washing hands to remove germs. Each child has their own hand towel to reduce the risk of cross contamination. The childminder teaches children road-safety rules when out walking and gently reminds children about safety in the house, such as walking indoors and tidying up resources so that they do not trip over them. Consequently, children gain an excellent understanding of how to keep themselves safe and their physical and emotional well-being is exceptionally well promoted.

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

The childminder gives safeguarding very high priority and is fully aware of her roles and responsibilities to ensure children are protected from harm. She has an excellent awareness of safeguarding issues, the procedures to follow and who to contact in the event of any concerns. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out. The childminder accesses safeguarding training to ensure her knowledge and skills are continually kept up to date. Accurately maintained records also ensure children's welfare is meticulously protected.

Security systems, such as locked doors and vigilant vetting of visitors, ensure that children are kept safe from unwanted intruders. Comprehensive risk assessments are completed to the highest standard and include all areas of the premises, activities and outings to ensure children's safety remains paramount. As a result, children's safety and well-being is exceptionally well promoted.

The childminder demonstrates an excellent understanding of how to extend children's learning and development through her comprehensive knowledge of the Early Years Foundation Stage. Consequently, children's progress towards the early learning goals is significantly enhanced. Systems for monitoring educational programmes and individual planning and assessments are robust, so that children receive a rich and varied learning experience based on their individual needs. The highly precise systems for assessment mean that the childminder can implement early interventions to support children's learning, including the involvement of other agencies and professionals if needed. Therefore, all children make rapid progress, including those whose starting points are below expected levels for their age. Consequently, no child is disadvantaged and the achievement gap is narrowing.

Self-evaluation is well documented and highlights the strong emphasis on maintaining high levels of achievement for all children. The childminder is totally dedicated to her work with the children and consistently strives to provide them with the best possible care. Strengths and areas for development are clearly identified and targeted plans are in place to secure continuous improvement. Children and parents are involved in the self-evaluation process through questionnaires and discussions. The childminder is proactive at identifying her own professional development training needs and the training she attends is purposeful and carefully planned. This ensures it has a significant impact on enhancing children's learning outcomes and extensively supporting their individual needs. For example, she has completed training courses on topics, such as, equality and diversity, autism awareness and child protection. The childminder has identified that in order to build on her knowledge and skills and to maintain ongoing improvement in the exceptionally high standard of her provision, it is necessary to continue her professional development.

The childminder establishes outstanding relationships with parents and other providers. Consistent communication and strong links with the local school help ensure that children benefit from consistency and continuity of care and learning. Furthermore, they are sensitively supported as they move on to the next stage in their learning. Parents are provided with a wide range of information about the service. For example, they receive a comprehensive induction pack and clear information about policies and procedures. In addition, ongoing verbal discussions, text messages and access to the software computer program keep them well informed about the service provided. Parents are highly complimentary about the childminder and the care and education their children receive. They comment that children are happy, safe and secure and that the activities provided help children develop and learn. They state that children thrive in the calm and well-balanced environment. Parents comment that they are well informed of children's progress through excellent systems in place for two-way information sharing.

The requirements for the compulsory 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	EY474839
Local authority	Stockport
Inspection number	955854
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
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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