

Inspection date

Previous inspection date

04/10/2012

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

- The childminder demonstrates a positive approach to implementing effective strategies which promote children's development in their personal, social and emotional development, and their communication, language and physical skills. She has a secure understanding of how children learn which enables her to make certain they each make good progress from their initial starting points.
- Children are settled, stimulated and approach their learning enthusiastically. They demonstrate confidence, inquisitiveness and imagination as they initiate and extend their play both individually and jointly with one another.
- Accurate systems for monitoring the provision and a commitment to her professional development ensure continual improvement in the service provided.

It is not yet outstanding because

- The provision of a wide range of natural resources readily accessible both inside and outdoors to enable children to think critically about practical experiences and ensure they can learn about the world is an area for improvement. Opportunities for children to play outdoors and extend their learning during outdoor play in the garden in all weathers has not yet been completely implemented.

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

- The inspector toured the registered space and observed interactions and activities in the two main downstairs rooms, kitchen and garden.
- The inspector took account of the views of parents and children from information included in the childminder's own parent and children's surveys.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documentation, a selection of policies, children's records and discussed the childminder's arrangements for self-evaluation.

Inspector

Judith Kerr

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her adult daughter and two children aged 10 and three years in the Failsworth area of Oldham. The whole of the ground floor and the first floor bathroom and main bedroom are used for childminding.

There is a fully enclosed rear garden for outdoor play. The childminder is able to take and collect children from local schools and pre-schools.

There are currently three children attending who are within the early years age range, two of whom attend on a part-time basis. The childminder is also able to offer care to children aged over five years. The childminder offers overnight care. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder receives support from the local authority. The childminder has qualified teacher status.

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 investigate the natural world through the use of a wider range of resources both inside and outdoors.

Inspection judgements

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

Teaching is rooted in a purposeful understanding of how children learn. Good quality planning contributes to the well-organised and motivating experiences which absorb the children and consolidate and extend their progress across all areas of learning. Consequently, children across the age ranges are enthusiastic, engage well and flourish. For example, young children enjoy investigating the shapes, colours and textures of various types of pasta, lentils, leaves and pine cones. Systems to gather information about individual children on entry are detailed and continually reviewed with parents to ensure they include their on-going observations and assessments.

The childminder's home is well-organised to meet the needs of the children. The wide range of quality resources are attractively and thoughtfully organised in low level shelving units for easy access to enable all children to safely make their own choices. For example, there are a variety of books to suit diverse ages, dolls of different nationalities, a play kitchen, small world figures and an array of craft materials. The carefully arranged learning environment and the good quality planning contribute to the well-organised and motivating experiences which absorb the children and consolidate and extend their progress. The children enjoy a range of stimulating outings including trips to the zoo, beach and local art gallery which all enhance their understanding of the world. Although there is scope to enhance natural resources and opportunities both inside and outdoors to further extend children's learning. The childminder engages with children, asks open-

ended questions and listens intently to what they have to say. Younger children have lots of eye contact with the childminder, who responds to their gurgles and early attempts to form words. She makes good use of gestures and signing to further enhance their communication skills. These all ensure children's progress is well supported.

Early mark-making skills are encouraged in a variety of ways. For example, children write in the pulses and the soil with sticks, paint and use crayons. These opportunities are provided in both the indoor and outdoor learning environments. Strong relationships with children and parents are developed as a result of the close links built by the childminder. As a result, high levels of trust are developed in recognition of the support afforded to their children.

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

The childminder develops warm and caring relationships with the children in her care. Consequently, children feel safe and secure and settle quickly as they also relate well to the childminder's own family. They see photographs of themselves displayed in a variety of interesting activities they have enjoyed which contribute to ensuring their confidence is well supported. The environment is well-resourced and children are engaged in a wide range of interesting activities which promote their all-round development. The children cooperate well and demonstrate an understanding of positive behaviour as they share the resources and wait patiently while their morning snack is being prepared.

Children learn about health and hygiene because the childminder is skilled in promoting this effectively through daily routines. For example, children understand the importance of following the hand washing procedures which are displayed and they know why they have a clean flannel each time they go to the bathroom. Healthy and nutritious homemade meals and snacks promote positive concepts of healthy eating which are further supported as children sit together round the table to eat. These routines help to minimise the risks of cross infection and help children develop a healthy attitude towards food.

Regularly practising the fire evacuation drill helps to ensure children have a good understanding of the procedures to follow in the event of an emergency. The children learn through first hand experiences about the Green Cross Code and the use of risk assessments ensures the floor is clear and gates are closed to reduce hazards to their younger peers. As a result of the good quality care offered by the childminder, they learn independence skills which support and promote their learning for the future and for transition to school.

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

The childminder has a thorough understanding of her role in protecting children in line with current regulations. She is aware of her responsibility to report any concerns to the relevant person and knows the correct procedures to follow. Her policies are shared with parents to ensure they are fully informed of all aspects of the service she provides. Children are making good progress in their learning as a result of the childminder's secure

knowledge of the Early Years Foundation Stage. She maintains clear records of observations undertaken on each child which are linked to the areas of learning and include details of the next steps planned for them. Children's achievements are consistently tracked and monitor their progress towards the early learning goals.

Effective relationships with parents are developed to ensure children's needs are met. They are provided with a wealth of information about daily routines and occurrences within their child's unique day including photographs, emails and newsletters. Parents are involved in their child's learning at all stages. For example, they identify children's abilities on entry and contribute to observations and assessments. Questionnaires from parents and children demonstrate they highly value the service and care provided by the childminder. A commitment to on-going training and development, as well as effective self-evaluation ensures that practices are constantly evolving to meet the needs of the children and their families. The childminder has an action plan in place and has considered a number of areas in which she wishes to improve her practice, for example by extending children's access to the outdoors in all weathers and providing more thought provoking natural materials both indoors and outside.

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	EY441924
Local authority	Oldham
Inspection number	785108
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
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 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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