

Inspection date	11/10/2012
Previous inspection date	25/03/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy, safe and secure with the childminder who provides a welcoming and caring environment that enables children to learn and develop.
- The childminder sets clear and consistent boundaries for the children who are beginning to develop an understanding of acceptable behaviour. Young children learn from older ones and often demonstrate their care and concern for each other.
- The childminder ensures that children are kept safe by assessing and minimising risks to the premises both indoors and outdoors. She understands how to promote the safety and welfare of the children in her care.
- Children develop their communication and language skills through regular conversations with the childminder and each other in their play and care routines. They enjoy singing songs and rhymes and sharing and joining in repetitive phrases of their favourite stories. Consequently their vocabulary and language is in line with their ages and expected stages of development.

It is not yet good because

- The childminder's knowledge of the learning and development requirements is basic which sometimes results in planned experiences lacking depth to help children progress toward the early learning goals.
- Planning for specific areas of learning is less well developed in order to help children achieve the literacy and mathematical skills they need for future learning.

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 observed activities and the interaction between the childminder and the children, in the main downstairs room.
- The inspector carried out regular discussions with the childminder at appropriate times throughout the session.
- The inspector looked at children's individual profiles, and a selection of relevant policies and procedures.
- The inspector took into account the comments of a parent spoken to on the day of the inspection.

Inspector

Julie Kelly

Full Report

Information about the setting

The childminder was registered in November 1994. She lives with her husband in the Stalybridge area of Tameside. The whole ground floor and bathroom facilities on the first floor are used for childminding. There is an enclosed garden area for outside play. Access

to the premises is via nine steps or a sloping driveway.

There are currently six children on roll, two of whom are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round from 7am to 5.30pm Monday to Friday. She also offers care for children aged five to 10 years before and after school and during school holidays. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the Childcare Register.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the educational programmes for literacy and mathematics by using unplanned opportunities and planned times for children to: distinguish between the different marks they make and develop their understanding of sorting, patterns and measure.

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

- implement a programme of professional training in order to improve her knowledge and understanding of the Early Years Foundation Stage Framework.

Inspection judgements

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

The childminder has a basic knowledge of the seven areas of learning and generally provides a suitable range of experiences and activities to promote children's learning and development. Toys and resources are developmentally appropriate and are freely accessible to children. For example, small world toys, musical instruments and resources for home play are located at floor level so that children are able to make choices independently. Children's communication and language development is fostered through regular conversations during play and care routines. The childminder extends children's vocabulary as they look at books and sing songs and rhymes. Their listening, attention, understanding and speaking skills are within the developmental milestones for their age. Children develop small muscle control as they make marks with their fingers in paints and yogurt and access tools, such as rolling pins and writing implements. A range of equipment available in the outdoor environment promotes children's control and coordination as they have opportunities to ride wheeled toys, run and climb. The indoor

environment is organised so that children have room to move, stretch and reach. The childminder helps children to socialise and respect the feelings of others by teaching them to share and take turns. Regular visits to the local parent and toddler group also support children to interact with other children away from the provision.

The childminder is enthusiastic and enjoys her work with the children, which results in them displaying a sense of curiosity and enjoyment in what they are doing. She plays an interactive role in children's learning, development and play, which subsequently keeps the children interested and motivated. Planning generally incorporates most areas of learning and is devised from observations of the children and activities are appropriate for their age and stage of development. The childminder completes assessments based on knowledge of children's development on entry to the provision. Children make appropriate progress and reach the expected levels of development for their age. Parents are encouraged to play an active role in their children's learning. Information is gathered on entry to establish children's starting points, for example, an 'All about Me' sheet is completed and parents fill in a developmental milestone checklist. Daily conversations between the childminder and parents and their involvement in children's learning journeys ensure that they are kept informed of their children's progress.

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

The positive, close relationship between the childminder and the children ensures that they form secure emotional attachments. This enables children to develop their confidence and independence skills needed for future learning. Children learn to cooperate with their peers, share and take turns and display a sense of self-esteem and belonging within the provision. Their all-round emotional well-being is well supported in this welcoming caring environment which provides a range of activities and experiences to develop children's growing independence.

Children are well settled in the provision, because the childminder knows them well and understands their likes, dislikes and routines. They seek the reassurance and comfort of the childminder, for example, if they are tired or feel unwell. Children explore the environment with confidence knowing that there is a trusted adult close by. They develop a sense of curiosity as they investigate a variety of materials and resources, including treasure baskets, paint, cornflour and musical instruments. Children develop self-help skills which are relative to their ages, for example, they cooperate in care routines and try to put their own apron on. The childminder practises good hygiene routines and talks to the children about washing their hands before eating and after painting activities.

Children generally behave well and any minor altercations are managed sensitively and appropriately for their age and stage of development. The childminder helps children to understand the reason for not taking toys from other children and encourages them to share resources. She uses positive praise to manage children's behaviour, using phrases, such as 'being kind' and 'caring for each other'. Children are encouraged to adopt healthy lifestyles as they are provided with a variety of home-made nutritious, healthy meals and snacks. They have opportunities to experience fresh air and exercise in the outdoor

environment and on regular outings.

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

The childminder has a secure knowledge and understanding of her responsibilities relating the safeguarding and welfare requirements and children's safety is well promoted. However, her understanding and knowledge of the learning and development requirements is less strong, particularly in planning to ensure children gain indepth knowledge of literacy and mathematics. Systems are in place to observe and assess children's individual learning and progress. The childminder understands child development and how they learn and recognises that they progress at their own pace. She has started to make links with other providers delivering the Early Years Foundation Stage in order to ensure continuity and consistency in children's care and learning.

The childminder is committed to the improvement of the provision and has successfully addressed the actions and recommendations from the previous inspection. For example, records are maintained of children's names and hours of attendance and she has improved her knowledge of procedures for dealing with complaints. A self-evaluation form is used to identify current practice and she liaises with the Childminding Development Worker to identify targets for future improvement. Parents are given the opportunity to contribute to the self-evaluation process through the completion of questionnaires.

The childminder has positive relationships with parents and shares information about children's routines and daily activities they have completed. Parents are very complementary about the service and her commitment to meeting their children's needs. They are particularly impressed with the range of activities provided and state that being with the childminder is 'the next best thing to children being at home'. Parents are given opportunities to be involved in children's learning and development by making comments in their individual profiles.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	312265
Local authority	Tameside
Inspection number	818943
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8

Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	25/03/2009
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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