

Inspection date

22/10/2012

Previous inspection date

24/09/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 has created a warm, welcoming and well-resourced environment for children to enjoy. Children are happy, settled and share warm, friendly relationships with the childminder. They show good levels of independence, curiosity and imagination and demonstrate a strong sense of belonging.
- Children make good progress in their learning because the childminder allows them the space to explore and develop their own games in a supportive and creative environment.
- The childminder supports and promotes children's communication and language skills very well. She listens carefully to what children say and helps them to build on their vocabulary.
- Children's safety is given priority to ensure they are able to explore and play freely in a safe environment. Children experience good levels of supervision and appropriate safety equipment is in place to ensure hazards are minimised.
- Positive relationships have been established with parents and other professionals. This ensures children's learning is consistently supported and promoted.

It is not yet outstanding because

- Possible gaps in children's learning and development may go unnoticed as the childminder does not yet have a system in place to track children's progress.

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 in the playroom and kitchen.
 - The inspector had discussions with the childminder.
 - The inspector looked at the children's assessment records and planning documentation and other relevant documentation.
- The inspector checked evidence of suitability and qualifications of the childminder,
- took into consideration information from parents on questionnaires and the childminder's self-evaluation form.

Inspector

Kay Armstrong

Full Report

Information about the setting

The childminder was registered in 1999. She lives with her husband and one child aged 13 years and a young adult. The family have a pet cat and live in the Stalybridge area of Tameside. Children have access to the playroom and kitchen. Toilet facilities are on the ground floor. The rear garden is available for outdoor play. The childminder cares for children on weekdays from 7am to 6pm for 48 weeks of the year.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 10 children on roll, of whom four are in the early years age group. The childminder is a member of a childminding network and the National Childminding Association. She gains support from the local authority.

What the setting needs to do to improve further

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

- develop a system to track children's progress towards the early learning goals.

Inspection judgements

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

The childminder has a good understanding of the prime and specific areas of learning, that make up the seven areas of learning. She links her observations of what children know and can do to the 'Development Matters' guidance. At present, all children are working comfortably within the typical range of development expected for their age. The childminder is able to clearly identify what the children in her care are able to do. However, as yet, she does not have a system in place to track children's progress overall. As a result, any gaps in children development may not always be recognised in a timely fashion. The childminder completes regular observations and assessments on the children and uses these effectively to inform the planning of suitably challenging activities. The childminder plans around themes, such as 'autumn' and displays around the playroom reflect the current theme. This helps to consolidate children's learning. Observations and assessments of children's progress are recorded in their learning journeys which parents are able to access and add their comments to if they wish. The childminder has regular contact with other practitioners where care and education is accessed in more than one setting. Consequently, children benefit as she is able complement and extend their learning.

The childminder provides a range of stimulating activities that meet the needs of the children attending. Children and babies enjoy exploring their environment and make choices about their play and learning. Communication and language skills are given a high priority by the childminder. She effectively encourages children's communication skills by listening carefully to what they say. She repeats baby's utterances which ensure they feel valued and reinforces their self-esteem. The childminder responds positively to children's questions. She extends their understanding and vocabulary as they talk together about

the 'crunchy' sound that leaves make when they stomp and jump on them. Children develop early writing skills, using a range of resources, such as paint brushes, their fingers and pencils, to make marks.

Children thoroughly enjoy easy access to lots of resources in the playroom and direct much of the play. However, the childminder is skilful and incorporates their learning targets into their games. For example, she encourages children to count cups and plates as they play creatively 'picnicking in the park with dolls, tea sets and play food'. Children's mathematical understanding is well supported as the childminder uses descriptive language, such as big and little. She encourages children to problem solve when they are looking for items they have lost; she suggests 'it might be under something'. Babies learn about how things work as they operate interactive resources, poking and hitting at buttons until they get a response. They spend time looking at themselves in the safety mirror, smiling and waving. When the childminder ask 'who is it?' they repeat their name. Parents are effectively encouraged to be involved in their children's learning and development. An example of this is when the childminder discusses activities that have been particularly enjoyed with her. Consequently, parents can provide similar experiences at home to extend children's learning further.

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

Children form very positive relationships with childminder and other children. This is demonstrated in their warm interactions. The children often call the childminder's name, invite her to play their games and share their achievements with her. The childminder is a good role model, listening to children and valuing their uniqueness by regularly praising their achievements. Consequently, children have high levels of self-esteem and are eager to engage and join in. Children make good progress in their physical development. Babies move around and explore the environment with ease. They set themselves small physical challenges as they use the furniture to pull themselves into a standing position. Older children practise and refine their dexterity as they use a variety of tools, such as brushes, weather cones, twigs and their fingers to paint with. Children are taught to be safe outdoors, they wear high visibility vest, learn about road safety and how to use the large equipment in the park. As a result, children's safety is well promoted. The childminder's home is child-friendly, warm and welcoming. A good range of resources are available to the children. These include toys and books which reflect positive images of diversity which helps to promote children's understanding of difference.

Children are learning about healthy lifestyles. They adopt good personal hygiene routines as they wash their hands at appropriate times. They are encouraged to eat home cooked, healthy meals and snacks. Drinking water is readily available so children are able to quench their thirst. Babies are encouraged to take drinks regularly. The childminder ensures that children go for daily walks, so they benefit from the fresh air and exercise this provides. They also begin to understand the importance physical exercise. They enjoy walks to the local park where they are able to explore and use the large play equipment which is fun and promotes skills in coordination. Children learn to respect the childminder's home and are aware of appropriate boundaries of behaviour, such as, not

throwing toys and being kind to each other. Children's confidence, independence and social skills are well promoted as they regularly enjoy outings to soft play areas and toddler groups. This helps them to prepare for the next stage in their life, such as attendance at another setting.

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

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She has attended some training and has spent time familiarising herself with the new revised framework. Her confidence is growing and she uses generally effective systems to accurately monitor and assess children's progress using the new framework. The childminder demonstrates a good commitment to improving her service. She is proactive in accessing training. For example, she has successfully completed a Level 3 National Vocational Qualification in childcare since her last inspection. Actions and recommendations raised at the last inspection have been successfully implemented, which have enhanced children's overall safety and well-being. Her thorough self-evaluation of the setting includes an accurate and clear plan of how she intends to make improvements, such as developing the outdoor play area.

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the framework. She has attended a safeguarding course and has a good knowledge of child protection issues. She is aware of reporting procedures. Regular risk assessments are conducted for outings and all areas of the home that the children use. The childminder has good relationships with parents she regularly consults with them to ask for their opinions of the service she provides. Information is sought from parents regarding their child's routine, individual care needs and interest. This ensures the childminder can provide consistent care for each child. She regularly shares information about their child's day via daily diaries and discussions. Children's 'learning journeys' are shared with parents on a regular basis which fosters their understanding of their child's progress. Continuity in children's learning, development and overall welfare is effectively promoted further as the childminder develops positive relationships with other providers delivering the Early Years Foundation Stage curriculum.

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
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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	312037
Local authority	Tameside
Inspection number	818929

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	24/09/2008
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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