

Inspection date	01/11/2012
Previous inspection date	17/03/2010

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

- Children benefit from the warm and caring relationships that clearly exist between them and the childminder.
- The childminder has a secure knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage and how to promote children's learning and development.
- The childminder provides a stimulating environment for children. Her knowledge of each child and rigorous monitoring of children's progress enables her to plan effective activities tailored to children's individual needs.
- The childminder's involvement in children's play and use of good questioning techniques encourage their thinking, communication and language skills.

It is not yet outstanding because

- Links with other settings that children attend have not been firmly established to enable both parties to fully complement children's learning.
- Self-evaluation systems are not sufficiently robust as they do not fully take into account the views of parents and children.

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 interaction between the childminder and children in the home.
- The inspector looked at children's learning journals, assessment records, planning documentation and a selection of policies.
- The inspector spoke with the childminder and children at appropriate times throughout the observations.
- The inspector took account of the views of parents as recorded in their written feedback to the childminder.

Inspector

Teresa Clark

Full Report

Information about the setting

The childminder was registered in August 2009. She lives with her husband and son aged three years in the Littleborough area of Rochdale, Lancashire. Local amenities, such as shops, parks, schools and public transport links are all close by. The whole of the ground floor and the bathroom on the first floor are used for childminding purposes. There is fully

enclosed garden for outdoor play. The childminder provides care each week day, all year round.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll, of whom four are in the early years age range. The childminder attends sessions at the local children's centre. She is an accredited childminder. She holds a National Vocational Qualification at level 3 in Childcare and Education.

What the setting needs to do to improve further

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

- improve the links with other early years settings the children attend, to share information about children's progress and complement their learning
- develop the monitoring and evaluation systems so they take into account parents' and children's views when identifying priorities for improvement.

Inspection judgements

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

The childminder has a secure knowledge of all areas of learning and how children learn. She focuses on the prime areas for very young children, but covers all areas of learning in her planning. This ensures children receive a broad range of activities and experiences and make good progress towards the early learning goals. Detailed information about children is gathered on entry, which helps the childminder get to know the children and plan appropriately to meet their individual needs. This supports a smooth transition for children from home to the childminder.

The childminder is led by children's interests, which ensures that activities engage and stimulate them. She plans effectively for children's individual needs and carries out regular observations to promote their development. This is accurately reflected in the 'Learning Journals' for each child, which include photographs and summaries of children's achievements. Secure systems are in place to monitor children's progress. This helps to ensure any areas of concern are promptly addressed with parents so that every child is assisted to meet their full potential. As a result, children make good progress relative to their starting points and enjoy their time with the childminder. Parents are actively involved in their children's learning. For example, providing drums from home, to support a child's interest in music and sharing what they know about their child.

Children are well supported and valued, as they confidently express their needs and preferences. They enjoy the company of the childminder and ask her to play with them. Children's language development is promoted well as the childminder constantly engages them in conversation and plays alongside them, asking open questions. Children are developing a love of books as they climb on to the childminder's knee to share their favourite stories. Children predict what happens next and talk about the pictures in the story. For example, 'the mango is juicy' and describe the giant as a 'bit big so he can't go in cars and houses'. They are beginning to understand emotions as they describe characters as sad and happy. They build a good repertoire of songs and rhymes and teach the childminder a song they sing at home.

Children freely practise their mark making indoors and outdoors. For example, they draw a detailed picture of the childminder using pens on the white board. They develop their phonic skills as they sound out and write recognisable letters of their name on the chalk board. A good range of toys and equipment are available, these include resources that help children learn about diversity and the wider society. A recent visit to the airport also promotes discussion about family members who live in different countries. Children develop an understanding about each other's similarities and differences through planned activities and resources.

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

Children form secure emotional attachments to the childminder, who knows the children well and follows their home routine so they soon settle. They demonstrate that they feel safe and secure and explore the environment in comfort knowing that the childminder is close by. Children are encouraged to recognise their own unique qualities and the characteristics they share with others. As a result, children develop a strong sense of belonging. Children are becoming independent active learners as they freely select from the well organised resources. They are happy, motivated and enjoy their learning as they explore their surroundings, use their imagination and have fun playing with the childminder.

Everyday routines, such as hand washing, are developing children's understanding about good hygiene practices and support their self-care skills. Children explain that washing hands stops dirt getting on their fruit and if they don't brush their teeth they will 'go black'. Children help themselves to tissues to blow their nose and use anti-bacterial gel to sanitise their hands afterwards. The childminder places strong emphasis on children's safety. The use of stories reinforces safety messages and children confidently tell the inspector what happened to the teddy that didn't wear his seat belt and explain why they hold hands when outdoors, 'so you don't get run over by a car'.

Children benefit from healthy nutritious meals and snacks, which include fresh fruit and vegetables. Planned activities provide opportunities for children to learn about healthy eating. They have good opportunities to develop their physical skills and learn about taking risks as they use large equipment in the childminder's garden and more challenging equipment in the park and play centres. Children talk with enthusiasm about the bumpy

and scary slides that they enjoy.

Children's behaviour is good. They understand the simple rules and boundaries and follow them happily. They know to sit at the table for their meals and to put away toys before getting out new resources. Children's behaviour is managed in a positive manner with gentle reminders. The childminder praises their achievements, promoting children's confidence and self-esteem well. Visits to local groups and activities at the children's centre help children develop their social skills and prepare them for transitions to nursery and school. There are no children who attend that require additional support. However, the childminder demonstrates a good understanding of her responsibility to liaise closely with a wide range of professionals in order to support children and their families who need it.

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

The childminder has an organised and professional approach to her business. She displays a good understanding of the Statutory Framework for the Early Years Foundation Stage. She is keen to improve her practice and has recently become an accredited childminder for the local authority. She attends regular training for her continuous professional development. Effective systems are in place to monitor the educational programmes and children's progress. The childminder understands to share any concerns about children's development with parents and is committed to working with other agencies to provide any extra support needed.

The childminder has a good understanding of her responsibilities for safeguarding children. A detailed policy is in place and shared with parents. She has completed a safeguarding course and is able to clearly outline the signs of abuse and the procedures for reporting concerns. In addition, the detailed risk assessments and the use of safety equipment effectively minimises risks to children.

The childminder is a keen and reflective practitioner. Recommendations from the previous inspection have been fully addressed. She works closely with the local authority and engages in a quality improvement programme to improve her practice. She identifies future targets to drive her setting forward. However, systems for self-evaluation do not fully take account of the views of parents or children. Future plans include reviewing the newly introduced systems for observation and assessment and attending additional training. The childminder demonstrates a strong capacity to maintain continuous improvement.

Positive relationships between the childminder and parents helps to ensure an inclusive environment is provided and children's individual needs are met. The childminder has well established communication systems in place. She uses daily diaries, emails and text messages, in addition to daily chats with parents. Some children currently cared for attend other early years settings. The childminder makes suitable links with the settings regarding the children's care needs. However, opportunities to share additional information with regard to children's learning and development, in order to complement

their learning, have not been fully embraced. Parents' views are obtained through the questionnaires she issues. Parents' comments on recent questionnaires show they are very happy with the provision and value the daily contact and consistency in care.

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	EY395569
Local authority	Rochdale
Inspection number	889773
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	17/03/2010
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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