

Inspection date	26/11/2012
Previous inspection date	01/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 provides a welcoming environment where, as a result of the positive deployment of resources, children make decisions about their play, which encourages them to become active in their learning.
- The childminder regularly updates her safeguarding training to support her secure knowledge of protecting children.
- Children are happy, content and develop positive relationships with the childminder.
- Children's interest in planned activities and free play opportunities is sustained by the childminder who clearly recognises how children learn. This supports their all-round development and as a result, children make good progress in their learning and development.

It is not yet outstanding because

- Opportunities for parents to contribute more information to the initial assessments of children's developmental starting points and to share information with parents about the Early Years Foundation Stage are less well-developed.
- The childminder's plans for future improvements are on occasion less well targeted in order to fully drive and prioritise areas for improvement.

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 all ground floor rooms and inspected the garden area.
- The inspector spoke to the childminder at appropriate times throughout the observations.
- The inspector looked at the children's files, planning documents, policies and a sample of other children's records.
- The inspector also took into account the views of parents by reading the questionnaires that they complete.

Inspector

Sue Birkenhead

Full Report

Information about the setting

The childminder was registered in 1997. She lives with her husband and two daughters aged 13 and 16 years in the Droylsden area of Tameside, close to local facilities. The whole of the ground floor of the childminder's home is used for childminding purposes and there is a secure garden area for outside play. The family have a pet dog. The childminder

cares for children each weekday from 7.30am to 6pm for 46 weeks of the year. She attends several toddler groups on a regular basis and helps to run one. She collects children from the local schools.

The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 10 children on roll, three of whom are in the early years age group and attend for a variety of sessions and seven are school-age children who attend before and after school. 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:

- improve procedures for self-evaluation to ensure that the settings drive for improvement is incorporated into clear improvement plans
- extend the engagement with parents by encouraging them to contribute more information to initial assessments of children's starting points and share more detailed information regarding the Early Years Foundation Stage.

Inspection judgements

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

The childminder has a positive approach to planning for individual children and therefore the activities provided capture children's interests and challenge their learning. The childminder monitors her planning across the seven areas of learning and ensures that all aspects are sufficiently included. As a result, the educational programme provides children with varied and interesting experiences in the form of adult-led and child-initiated activities. Through effective observations the childminder identifies children's next steps in learning and uses this knowledge to ensure that children's learning is taken forward. Through the tracking system the childminder clearly identifies gaps in children's learning and plans for this appropriately.

Children's language development is promoted well through the childminder's positive interactions and the questions that she asks during play and care routines. As a result, children begin to speak in short sentences and engage in regular conversations. For example, children ask 'what is that?' as they turn the pages of the book and discuss the images that they see with interest. They select books of their choice, which are easily accessible, therefore supporting their literacy skills and their interest in books. Children

make marks using crayons and begin to give meaning to these marks, for example, as they attempt to copy their name at the top of their pictures.

Children have many worthwhile opportunities to support the development of their physical skills through outdoor play and visits to local centres. As a result, they develop their coordination, balance and climbing skills well. Children freely explore the musical instruments and respond with excitement as they create different sounds. The children explore various media and experiment and become creative during painting and messy play activities. The childminder also uses these activities to extend their understanding of the wider world, for example, decorating their hand prints with paint and collage materials when celebrating Diwali.

The childminder promotes children's understanding of number and size well through baking activities. Children's interest and enjoyment is clearly sustained throughout the activity and children express their excitement in baking as they shout 'hooray'. They contribute well to the activity by adding and mixing the ingredients, using the spoon. Children learn about quantity and use words, such as 'too much' and 'more' when weighing the ingredients. They refer to the 'big' and 'small' shaped cutters when creating gingerbread biscuits from the dough mix and attempt to count in sequence with the childminder's guidance. Children show interest in early technology using the computer and other interactive resources. For example, following the baking activity they set the timer and learn that when the bell rings it means that the biscuits they have made are cooked and ready to enjoy.

The welcoming, well-resourced learning environment helps to support and extend children's learning across all areas. Resources are effectively deployed to enable children to make choices and develop their independence. Educational posters, such as the number line on display, help to consolidate children's learning. Parents complete relevant documents outlining children likes, dislikes and routines. However, information regarding what children know and can do on entry to the setting is less well developed in order to help with initial assessments and planning. Parents' receive a written summary of their child's progress periodically, to which they can contribute, and children's development files are sent home regularly for them to review. As a result, parents are actively involved in their child's learning.

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

Children demonstrate that they feel secure in the childminder's care as they positively interact during activities and explore the environment, freely knowing she is close by. They turn to her for support as they tumble and are comforted by her cuddles and reassurance when upset. They develop positive relationships with the childminder and as a result of the information parents' share, the childminder's knowledge of their care needs is clear. Effective techniques are used for managing children's behaviour, as a result children behave well and learn how to play cooperatively. The childminder regularly praises their achievements, therefore promoting children's confidence and self-esteem.

Children develop good self-care skills and begin to make choices about the healthy foods

they eat. Meals are homemade and reflect a healthy balanced nutritious diet. During snack times they select grapes and banana to eat, therefore contributing to a healthy lifestyle. Individual drinking beakers are freely available which allows children to access drinks independently, therefore enabling them to remain refreshed and hydrated. Children are supported in developing a positive understanding of daily personal hygiene routines to minimise the risk of cross infection. Children regularly attend local groups with the childminder which helps to develop their confidence and independence in situations away from the main care setting. By attending these various settings children are able to mix with other children, develop relationships and enhance their social skills. This helps to prepare them for the next stage in the learning, such as transitions to other settings and school.

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

The childminder has a secure understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result of the regular updates received in safeguarding training, the childminder has a good understanding of the signs of abuse and the procedures for reporting concerns. Consequently, children remain protected. Comprehensive risk assessments, safe procedures and the use of safety equipment ensures that risks to children are effectively minimised. Children are encouraged to learn about staying safe, for example, they practise the emergency evacuation procedures and when on outings wear high visibility vests and learn about road safety.

The childminder has a good understanding of her responsibilities in meeting the learning and development requirements and monitors the activities that she provides to ensure that children are making good progress in all aspects of their development. The childminder evaluates and reflects on her practice to bring about future improvements. Since her last inspection she has attended many short courses and plans to complete additional online training to enhance her knowledge and skills further. She meets with the local authority advisor, discusses practices with fellow childminder's and consults parents and older children about their views. In addition, the recommendation raised at the last inspection has been addressed and as a result, the sharing of information with parents regarding children's learning has improved. However, a clear improvement plan, in order to target and further drive improvement, is less well developed.

The children currently cared for do not attend additional settings. However, the childminder clearly understands the importance of establishing partnerships in the future as this changes to promote continuity in their care and learning. The childminder develops positive relationships with parents. Information is exchanged, for example, on starting parents receive a 'parent handbook' and a set of policies, which clearly outline her practices and procedures and sends home regular newsletters. However, little information regarding the learning and development requirements of the Early Years Foundation Stage is shared to enable them to fully understand how they can extend children's learning at home. The childminder completes individual daily diaries for young children to promote an effective two way communication system with parents. She values their views about her

service, which she obtains by sending out annual questionnaires, and acts on their suggestions. For example, as a result of one parent's comments a notice board, which displays general information, is now accessible in the entrance hall. Parents speak positively about the service she provides and comments within the questionnaires include 'the childminder provides a good service and my daughter seems very happy', 'my child's development is fantastic', 'stimulating activities' and 'we are very happy with the level of care provided for our child'.

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	312187
Local authority	Tameside
Inspection number	888484
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	01/03/2011
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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