

<b>Inspection date</b>	30/11/2012
Previous inspection date	04/01/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 successfully promotes children's interest in learning and ability to persist at activities, owing to her positive involvement in their play.
- Children have formed secure emotional attachments with the childminder. They happily explore the resources independently in her warm, homely setting, knowing that she is on hand to support and comfort them if required.
- The childminder has a good understanding of how to promote the health and safety of the children in her care. She conducts regular risk assessments of the premises to ensure that children are safe as they explore.
- The childminder demonstrates a good commitment to her ongoing development and progression through attending training.

### **It is not yet outstanding because**

- Opportunities to support parents and carers so they can be fully involved in their children's learning at home are not fully embedded.

## 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 main learning environment and had a tour of the premises.
- The inspector held ongoing discussions with the childminder at convenient times.
- The inspector examined a representative sample of documentation including, the childminder's self-evaluation records and policies.
- The inspector observed a variety of activities during the inspection and discussed how the childminder supports children's individual stages of development.

## Inspector

Karen McWilliam

## Full Report

### Information about the setting

The childminder was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her daughter aged eight years in a house in Rochdale and uses the whole of the ground floor, upstairs bathroom and the rear garden for childminding. The family has two small dogs, a hamster, a tortoise, some stick insects and fish.

The childminder is qualified in childcare to level 3 and has completed basic training, including first aid and child protection and updates her knowledge through specific courses, such as food hygiene. She attends a childminder group and the local Children's Centre. She visits the local shops and park on a regular basis. She collects children from the local schools.

There are currently four children on roll, two are in the early years age group who attend for a variety of sessions and two are school-age children who attend after school. The childminder provides care all year round usually from 8.30am to 5pm; however, the times are flexible, Monday to Friday except for family holidays. The childminder supports children for whom English is an additional language.

### **What the setting needs to do to improve further**

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

- provide more detail to parents and carers about how resources and activities can be used to further support children's progress and next steps in their learning at home.

### **Inspection judgements**

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

Children are happy and motivated in their play and make good progress in relation to their developmental starting points. The childminder demonstrates a good understanding of the learning and development requirements and uses this knowledge successfully to promote children's interest in learning. Children persist at activities because of her positive involvement in their play; for example, during role play activities she follows children's lead whilst playing with action figures. Together they count to 20 as they hide figures and take turns to find them. Children use lots of intonation as they move between characters and offer ideas to extend the game. The childminder fosters children's love of puzzles by providing jigsaws that will challenge their thinking. As a result, children are very proud as they successfully complete the 24 piece puzzle. She uses her good knowledge of children's individual abilities and stage of development. For example, she supports children who can write their own names by providing lots of opportunities for them to consistently hold their pencils correctly and resources so that they have other words to refer to when writing.

The childminder completes observations and assesses children's learning, referring to the guidance document Development Matters in the Early Years Foundation Stage. However,

when sharing next steps in learning with parents and carers, the childminder does not provide sufficient detail, such as the resources used or suggestions of activities, to give them ideas about how to fully support learning at home. This reduces opportunities for children to practise their skills. The childminder constantly involves children in conversations, in a variety of activities, to support their language development. She uses flash cards regularly to develop their awareness of phonics and they regularly visit the library to further support this. The childminder supports children who are learning English as an additional language by working closely with family members and by learning key words in their home language. As a result, children very quickly begin to use words in English and make good progress.

Children have daily access to the large garden where they run, play with wheeled toys and use the large equipment. Planned outings to the park and long walks along the canal or in the woods also contribute to children developing good physical skills. The childminder fosters children's personal, social and emotional development well. Children have formed warm and trusting relationships with her and demonstrate this by snuggling in to her when they are relaxing. Children share as they play games and demonstrate care and concern as they water plants and ask the childminder 'if she is hungry' when they are eating their lunch. As a result, children acquire the dispositions and attitudes to prepare them for school or their next stage of learning.

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

The childminder conducts regular risk assessments of the premises, indoors and out, to ensure children are safe as they confidently explore the environment. Children demonstrate their awareness of safety by explaining how they have to 'hold on to the yellow handles as they play on the swing or else they will fall off'. The childminder discusses road safety with the children whilst they are out and about, and the children regularly practise fire drills, which all contribute to children feeling safe. The childminder is a good role model to the children; she responds appropriately to them and praises their achievements. Children play nicely and are well-behaved. This is because the childminder uses consistent strategies, such as reward systems and offers children clear boundaries and explanations.

The childminder provides healthy and nutritious snacks and meals, such as grapes and egg on toast, and children also grow strawberries. Children demonstrate their awareness of being healthy by washing their hands independently and explain how they must wash the strawberries before they can eat them. Daily access to fresh air and visits to play centres also support children's awareness of healthy lifestyles. The childminder provides a good range of well-maintained, suitable and age appropriate resources that foster all areas of learning and development. She ensures they are accessible by arranging them in low-level storage. Therefore, children are active in their learning by independently choosing what they would like to play with. A range of multi-cultural resources also supports children's understanding of the diversity of the world in which they live.

Secure and individualised settling-in procedures ensure children have a smooth transition

into the childminder's setting. Through discussions with parents she obtains useful information, such as medical needs and children's likes and dislikes, to support them during their first visits. Regular visits to toddler groups and Sure Start centres, where children socialise and play with their friends, helps them to prepare for when they move onto their new settings.

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

Children's welfare is well promoted because the childminder has a secure understanding of child protection issues. She has a clear knowledge of the signs and symptoms of abuse and knows what action to take if she has any concerns about a child in her care. She conducts regular risk assessments, which enables her to identify and eliminate potential hazards to children. The childminder carries out risk assessments prior to taking children out on trips. This enables her to plan a safe route and put precautions in place to avoid dangerous situations. The childminder has created a welcoming and stimulating home environment for children to play and learn and she demonstrates that she values their creative work by proudly displaying it on the walls.

The childminder demonstrates a good commitment to her own development and uses self-evaluation successfully to reflect and identify areas for development. For example, she has booked on training to improve her knowledge of the Early Years Foundation Stage. She audits the setting regularly and makes any necessary improvements, such as replacing the slide and swing for a safer one. The childminder fosters children's independence. For example, she encourages children to ask for their own food in the shops and pay for their goods. She involves children in the daily planning by asking them what they would like to do. This ensures that it is tailored to their interests. Regular assessments of children ensure that activities are suitably challenging and tailored to their abilities.

The childminder builds good relationships with parents and they comment that they are happy that their children are happy. They refer to information being shared through the daily diary, and are happy with the progress their children make. The childminder records observations and general information in children's individual diaries, which she shares with parents daily. She is aware of the requirement to complete a progress check of the children at age two and has procedures in place to work in partnership with other settings once the children are ready to move onto school.

### **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

<b>Unique reference number</b>	EY344859
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	820795

<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	04/01/2010
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

