

<b>Inspection date</b>	18/01/2013
Previous inspection date	08/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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## **The quality and standards of the early years provision**

### **This provision is good**

- Frequent and effective observation and assessment means that children's individual needs are met and they are supported in making good progress in their learning and development.
- The childminder establishes close relationships with the children, who are happy and confident in her care.
- The childminder provides a warm and welcoming environment where children engage in fun and stimulating activities.
- The childminder fully understands the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, the systems for safeguarding children are strong and well embedded.

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

- The childminder does not always seek the views of children and parents, in order to inform future targets for improvement.
- Partnerships with other early years providers have not been fully developed to share children's progress in their learning and development to promote consistency across settings.

## 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 children's play and activities throughout the inspection in the lounge and kitchen.
- The inspector looked at various documentation, including policies and procedures, observations and assessment records.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- Comments from parents were taken into account from questionnaires collected by the childminder.

### Inspector

Shelley O'Brien

## Full Report

### Information about the setting

The childminder was registered in 1990 and lives with her adult child in the Carrbrook area of Stalybridge, Tameside. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The ground floor of the childminder's house and two bedrooms on the first floor are used for childminding

activities. Bathroom facilities are also situated on the first floor. There is an enclosed garden for outside play.

The childminder currently has five children on roll, two of whom are in the early years age range and attend for a variety of sessions. She collects children from the local school and nursery class. The childminder operates all year round from 8am to 6pm, Monday to Friday. She is a member of the National Childminding Association and receives 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:**

- take into account the views of children and parents to inform targets for the further development of the provision
- develop and enhance the partnerships with other early years providers, in order to discuss children's learning and development and to plan for children's next steps in their learning together.

### **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 the Early Years Foundation Stage and uses this well to support children in their learning and development. They have access to a wide range of resources that support and challenge their individual learning needs. Young children's development is focused around the three prime areas of learning, which enables them to gain skills for future learning. Personal, social and emotional skills are developed as they take turns, share games and communicate with others. Children freely access the space around them and are able to select resources that interest them, which promotes their independence skills.

Children are successfully supported to develop their language skills. Babies are given the opportunity to babble and express themselves through song and rhyme. For example, when children start to sing, the childminder sways and hums along, they then sing it to together to reinforce words. Babies are given opportunities to extend their vocabulary as the childminder uses repetitive words and also short words to encourage language. During a game of stacking cups, words are used to support learning, such as 'up', 'down', 'in' and 'on'. Children demonstrate that they understand these words and make noises in response, showing the foundations of their learning in communication and language and

personal, social and emotional development.

Physical development is actively supported by the childminder. Children, who are just learning to walk are given ample opportunity to practise while remaining safe. For example, the childminder walks backwards while holding out her hands to encourage early walking skills. All children are able to access the large rear garden, which is well resourced and has plenty of opportunities for them to explore and investigate the four different levels. While outside, children enjoy watching the sheep that live in the neighbouring field. This promotes their knowledge of the wider world and gives the opportunity to expand their learning.

The childminder regularly observes children and monitors their development as they work towards the early learning goals. She observes children from when they first start and works closely with parents to ascertain their starting points and areas for further development. The childminder communicates all information to the parents verbally and written observations are available for them to view. Next steps of learning are identified and the childminder organises activities to support this. This supports the children's progression within the seven areas of learning.

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

Children enjoy warm and close relationships with the childminder. She works with parents to establish routines and become familiar with the children. Settling-in visits are arranged to ensure that families and children feel happy and secure. This promotes children's well-being and ensures smooth transitions into her care. The childminder frequently praises the children for their achievements and when they carry out tasks independently, such as putting toys away or when younger children say a new word. This actively promotes children's personal, social and emotional development. Children are happy in the childminder's care and enjoy her company. They invite her to play and become involved in their learning. Younger children do this by offering toys to the childminder. For example, children offer her a toy telephone and when the childminder 'talks' to their parent, they show great delight.

Sleeping arrangements are agreed by the parents and routines are well established. This ensures that each child is able to rest or sleep according to their individual needs. The childminder uses two bedrooms for the children to sleep in, which are well maintained and suitably resourced. The childminder gives high priority to the safety of children. Children have lots of opportunity to walk and play outdoors in the garden, during school runs and while on trips. As a result, they benefit from fresh air and exercise. The childminder understands the importance of providing children with healthy meals and snacks and they enjoy fresh fruit and breadsticks.

Babies demonstrate that they feel safe and secure with the childminder as they happily investigate items on their own. She removes hazards, such as toys and resources from the floor, as children learn to walk and make their way across the room. Children are beginning to learn what acceptable behaviour is as the childminder guides them and offers

regular praise and encouragement. This means that children are beginning to understand how to care for each other and the environment around them.

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

The childminder has a good knowledge of how to protect and safeguard children. She has a sound safeguarding policy, which outlines what action she would take should she have a concern about a child in her care. All policies and procedures are made available to parents prior to children starting in her care to ensure that all families have an understanding of her role in relation to the safeguarding and welfare requirements. Detailed risk assessments are carried out, which cover all aspects of the home and for trips out. These are reviewed annually to ensure that they are still relevant and effective. Children are further protected because the childminder keeps good records, including accident, medication and attendance documents. This means that the children can play and learn in a safe environment.

The childminder evaluates and monitors her practice through self-evaluation, through this she has identified the strengths of her practice. However, the parents and children are not fully engaged in this process and as a result, are not able to support the childminder in identifying meaningful targets for further improvement. The childminder has addressed the actions and recommendations from her previous inspection positively. Parents' comment positively on the childminder's service via a questionnaire. All are happy with her service and commented on the professionalism of the childminder and also how secure the children are in her care. This shows that the childminder has developed good relationships with parents.

Planning and assessment procedures are monitored and the childminder has a good knowledge of children's individual progress as they work towards the early learning goals. However, this information is not yet shared with other early years providers, who care for the children. Therefore, this means that the children's progress over both settings is not consistently shared or linked, in order to complement her planning. The childminder has begun to plan for the two-year-old progress check and understands that this will be focused on the child's progress and will identify any areas for support. She is seeking guidance from the local authority, in order to effectively manage this, demonstrating her willingness to work in partnership with other professionals to extend and enhance her practice further.

### **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>	312080
<b>Local authority</b>	Tameside
<b>Inspection number</b>	818932

<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/10/2008
<b>Telephone number</b>	

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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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