

Inspection date	06/02/2013
Previous inspection date	06/08/2008

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

- Introductory visits are arranged to familiarise children with the setting. Parents are given as long as they need to settle children that are new to the setting.
- The childminder learns from parents about a typical day, including children's likes and dislikes. The information is used to plan routines and to provide activities that interest children, helping them to feel secure in a new environment.
- Secure attachments have been made between the childminder and the children, who are settled and happy in a secure environment.
- Activities are well supported with good quality toys and equipment, which promote children's play and help them to develop new skills.
- Observations and assessments are completed to inform the childminder's activity plans. These are also used to show parents the progress children have made in all areas of learning.

It is not yet outstanding because

- There is scope to further improve children's opportunities for outdoor and indoor energetic free-play and first-hand experiences of weather, seasons and the natural world.

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 looked at the premises in relation to health and safety.
- The inspector observed the childminder's care practices and her engagement with the children throughout the inspection.
- Children's activities were jointly observed and discussed in relation to teaching and learning.
- The inspector looked at the children's records of achievement, observations and assessments in addition to relevant policies and procedures.
- The inspector took account of the views of children spoken to on the day.
- The inspector took account of the views of a parent spoken to on the day.

Inspector

Cathleen Howarth

Full Report

Information about the setting

The childminder registered in 2007 on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her husband and two

children aged 10 and 12 years in the Hathershaw area of Oldham. The whole of the ground floor of the childminder's house is used for childminding purposes and children use the bathroom on the first floor. The family has a dog, which lives in the house. There is a fully enclosed back garden available for outside play.

The childminder walks to local schools and pre-schools to take and collect children. She provides care throughout the year from Monday to Friday, 7am to 6pm, with the exception of family holidays. There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions.

What the setting needs to do to improve further

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

- enhance children's opportunities for energetic play both indoors and outside and first-hand experiences of weather, seasons and the natural world.

Inspection judgements

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

The childminder provides a wide range of interesting, challenging activities and resources to encourage active learning and to effectively support children's overall learning and development. She recognises the value of play and understands how young children learn from their play experiences. As a result, she plans a balance of child-initiated and adult-directed activities, understanding that over directing children's play can sometimes disturb their flow of ideas. Children are fully involved in their activities. They use a broad range of easily accessible books, toys, equipment and materials to consolidate and extend their learning.

Children are settled and happy in a calm, child-centred and welcoming environment. The childminder ensures resources are easily accessible for children to self-select. Children choose their activities to promote their growing independence. They have started to develop a sense of time through established routines. For example, by showing an understanding of what happens next at meal times and nappy changes.

The childminder records observations of children at play, finding out about and respecting their interests and favourite toys, such as their comfort toy from home. She provides a range of resources to encourage children to build on what is familiar and what they already know. The information obtained from the observations effectively informs activity plans and children are given the support they need to take the next step in their learning.

The childminder maintains individual records of children's development, which include assessments of what they have achieved. This is clearly linked to the development bands in the guidance 'Development Matters in the Early Years Foundation Stage' to track children's progress. This information enables parents to see how children are working comfortably within the typical range of development expected for their age, taking into account starting points and other considerations, like health.

The childminder has secure knowledge and understanding of how to promote the learning and development of young children. When she plans children's activities, to support children's next steps, she ensures they are fun and exciting. For example, she uses facial expressions and body language to effectively communicate and reinforce letters and sounds, such as the hissing, slimy snake and the hooting owl. This positively reinforces speaking and listening skills, helping to develop children's memory and the use of phonics. She encourages children to make links with other activities. As a result, children are interested and keen learners who display positive characteristics of effective learning, such as engagement, motivation and creating and thinking critically. Children help to prepare food by washing fruits and vegetables. They help set and clear the table and they have learnt to pour their own drinks without spilling, so developing their sense of responsibility and independence. Children are confident to have a go and they persist for some time. For example, colouring-in pictures, trying to stay within the lines and finishing what they have started.

The childminder continually asks open-ended questions to develop early listening and speaking skills and to promote critical thinking, such as "What was it you didn't like?" She positively promotes their self-esteem and motivation by encouraging children to choose ways to do things by saying "Show me what you do like?" The childminder has high expectations of what children can achieve. She purposefully involves parents in the children's learning at home. Relevant examples include taking children to the library to self-select their books to read at the setting and at home. She keeps parents informed of the songs and nursery rhymes children have learnt so that they help their children practice at home. If parents need to leave before children have finished painting and drawing children borrow the childminder's resources to finish off at home, so aiding continuity in learning.

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

The childminder builds trusting relationships with parents to ensure that every child's care is tailored to meet their individual needs. A good level of information is shared between parents and the childminder on admission, both through the introductory visits and settling in sessions. When children attend other settings delivering the Early Years Foundation Stage the childminder works closely with other key people. For example, she finds about themes, topics and the children's progress and difficulties to plan activities that support and extend children's learning and development at the setting.

The childminder effectively uses the information obtained from parents and other key people to promote children's continuing care and development. Children have made secure attachments with the childminder and they are relaxed and confident. The

childminder consistently reinforces the same basic rules and boundaries of acceptable behaviour, such as sharing, taking turns and being kind to each other. She uses effective strategies like explaining consequences and distraction to manage a range of children's differing behaviour.

Children's physical health is positively promoted. For example, their dietary requirements are well met through a varied range of nutritious food and drink offered to them throughout the day. Meal times are always treated as sociable occasions and children eat together. Table manners and children's self-help skills are consistently reinforced. For example, the very young use feeder cups to promote their growing independence. A child's favourite is roast chicken dinner with boiled potatoes, vegetables and gravy. The childminder always promotes healthy eating and after school children ate a selection of finger food, such as, breadsticks, fresh carrot sticks, cucumbers, cherry tomatoes and grapes.

Children play outside in the fresh air and the back garden is well-resourced. Children also go for walks and play in the park. However, there is scope to improve children's opportunities for outdoor and indoor energetic free-play and first-hand experiences of weather, seasons and the natural world. The childminder recognises when babies need to sleep undisturbed and follows their individual routines. Soft and comfortable scatter cushions are used for rest and relaxing activities, such as looking at picture books. Other care practices, including nappy changing, are in line with children's individual needs and are carried out in a caring and sensitive manner.

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

The childminder has secure knowledge and understanding of her responsibilities in meeting the learning and development requirements. In relation to the progress check at age two, there is a system in place for health visitors. A summary of children's progress towards the early learning goals, in the prime areas of learning, will be determined in consultation with parents. There is an effective and established system in place, through observations and assessments to track children's overall progress. This includes observations of children at play, which effectively inform children's activity plans, based on children's interests and learning styles.

Working with parents, external agencies and other Early Years Foundation Stage providers is an integral part of the provision. It helps to make a strong contribution to meeting children's needs by successfully promoting children's continuing care and development. This includes provision for children with special needs and/or disabilities. An effective programme of professional development has been prioritised and the childminder intends to seek and obtain further training to improve outcomes for children. The childminder attends sessions at the local children's centre and she knows how to signpost parents for the support and guidance they may need to provide for children with additional needs. Relevant information, including the childminder's policy and procedure file, is easily accessible for parents to view. Positive feedback was obtained from a parent who values

the home-from-home environment and the broad range of activities provided by the childminder, to support her children's progress. Parents know they can borrow picture books and other resources to use with their children at home.

The childminder has developed a strong network of support, including advice from other childminders in the area. They meet regularly to share ideas and to promote best practice. The childminder has effectively identified strengths and areas for improvement and involved parents in this process via parental questionnaires. She is fully aware of the importance of meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She has secure knowledge and understanding of child protection issues and this includes the procedures to follow in the event of a concern. The childminder holds a relevant first aid certificate and has a clear understanding of the procedures to follow in the event of a child becoming ill or having an accident. The childminder conducts risk assessments of the home to enable children to play and learn in a safe and secure environment.

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	EY357461
Local authority	Oldham
Inspection number	781266
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	06/08/2008
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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