

Inspection date	07/02/2013
Previous inspection date	21/01/2011

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 are making swift progress in their learning and development, due to the childminder's strong knowledge and understanding about how young children learn.
- The childminder and children share a warm and affectionate relationship with the children demonstrating their confidence and pleasure to be in her company.
- Children's behaviour is exemplary due to the childminder being a good role model and demonstrating kindness, which the children emulate.

It is not yet outstanding because

- The childminder does not give sufficient encouragement to parents to share what they know about their child's learning at home so that children's interests and achievements can be included in the planning.
- Parents are not invited to contribute their views towards the process of continuous 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 completed a joint observation of the children participating in a craft activity.
- The inspector looked at children's learning journals, as well as planning documentation.
- The inspector took account of the views of the parents collated by the childminder before the inspection.

Inspector

Jan Healy

Full Report

Information about the setting

The childminder registered in 1992. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one adult close to the centre of Ramsbottom, near Bury. Children attend Monday to Friday between 8am and 5.30pm all year, except for bank holidays. Children have access to the whole of the ground floor as well to a bathroom on the first floor. There is an enclosed garden for outdoor play. The family have a pet dog. Currently, the childminder is caring for five children in the early years age range. The childminder holds a Level 3 qualification.

What the setting needs to do to improve further

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

- promote an ongoing dialogue or sharing of regular two-way observations on learning with parents and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward
- use the views of parents and children more effectively to inform the plans for improvement so that the drive to improve is strengthened and practice is clearly targeted to help children achieve the highest levels of attainment.

Inspection judgements

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

The childminder has a good knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage. Children are happy, settled and are making good progress in their learning and development. This is because the childminder has a strong understanding about how young children learn and develop through play. Therefore, she provides activities that are interesting, entice the children's curiosity and provides challenging experiences both indoors and outdoors. Regular and precise planning that meets children's individual needs allows the childminder to make accurate assessments of their stage of development, to enable her to continuously further their learning. Consequently, children make the best progress they can.

An equal balance of adult-initiated and child-guided activities capture children's imagination. For instance, children like to play outdoors, experiencing nature. Therefore, the childminder enrolls the children in a 'welly and worm' club, where they visit the local park and splash in puddles and learn about the changing seasons. They visit the local park, where they climb static equipment while learning about the benefits of exercise.

The childminder introduces the children to many other experiences that are new to them. For example, when children express an interest in kangaroos, she organises a trip to a farm where the children delight in seeing them hop. Children chat about how they like to bake and the childminder makes the most of the opportunities to teach the children about weighing and measuring the ingredients. They enjoy listening to the childminder read them stories and they make up stories of their own, while acting out their favourite characters. The children are curious and so when collecting leaves, they look closely at the veins and use the leaves within their artwork. They express great interest when finding a

slug and seek further knowledge about it. Children are confident and like to sing. Therefore, the childminder encourages them to recite many different rhymes and songs. They play musical instruments and listen to the changing sounds. Children learn to care for living things as they grow plants from seeds.

The childminder has a very strong relationship with parents, with whom she works closely. For instance, a mutual agreement for the settling of children is negotiable according to individual needs. Such a gentle start also helps children to separate from their parents and settle with ease. Together, they identify children's stage of development upon first attendance and work collaboratively in evaluating their ongoing progress at home. However, parents are not invited to share what they know about their child's learning at home so the childminder is not able to take account of this information when planning activities for the children.

The childminder has high expectations of the children and encourages them to attempt to put on their own coat for outdoor play. She encourages them to tackle a walk to reach Holcombe Hill where they visit Peel Tower. The childminder is skilful when posing open-ended questions to the children, as this encourages their thinking skills. Explanations are given to thoughtful questions children pose. Explanations provided are age appropriate to help improve learning.

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

Children feel secure due to the close attachment they share with the childminder, as she shares a close relationship with their parents, working closely with them. She obtains information about children's likes, dislikes and daily routines and takes responsibility for their personal care. Children turn to the childminder for a cuddle when necessary; with her gently reassuring them and sensitively encouraging them into play activities, such as creating Chinese lanterns. Children show pride in their achievements, smiling and excitedly showing the childminder their completed artwork. They chat easily to visitors, for instance about how they took Jess, the family pet to the veterinary surgery after she was stung by a wasp. Praise and encouragement throughout promotes children's self-esteem and gives them the confidence to persevere and work things out for themselves, including how to make use of scissors.

Children have a healthy and nutritious diet, with the childminder respecting the wishes of parents, for instance in their preferences. She is also respectful of those who have a dietary requirement. Children eat together making for a sociable occasion, when they chat about events that are important to them. The childminder introduces food tasting activities and regularly talks about the different foods they eat. This has a positive impact in improving children's options and awareness of a healthy diet.

The childminder's home is warm, welcoming, stimulating and is well resourced. Children know where to locate toys of their choice and are confident in doing so. They decide for themselves about the activities they wish to participate in and help their friends in simple tasks.

Children develop good self-care skills, such as remembering to wash their hands before breakfast and older children learn to use a knife carefully to cut their toast. The childminder is a good role model and the children's behaviour is exemplary, as she gently guides them in respecting each other's differences. Children enjoy learning about a wide range of festivals including Christmas, Diwali and Eid, to help them learn about their own as well as other cultures. They are continually growing in becoming ever more independent and in deciding for themselves about what they would like to do. Children chat about how they enjoy attending 'Mucky Pups' and devise their own plan for the week. Good support and age-appropriate explanations help younger children to become aware of the risks around them and older children are beginning to recognise dangers and keep themselves safe. For example, when visiting the farm, children spoke about how they were careful when riding a horse and how they wore a safety hat. They learn about the danger when crossing roads on their many trips out, and are developing their confidence in social settings through weekly visits to the local toddler group. This helps the children to gain key skills that will help prepare them for their transition to school. Such a successful system promotes children's feelings of security. Consequently, they sustain their self-confidence and motivation to learn.

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

The childminder ensures that safeguarding and the welfare of children receive high priority. She has skilfully devised a strong policy, and is fully aware of the procedure to follow should she witness a concern. High priority is also given in ensuring her home is safe and secure for the benefit of the children's welfare. The childminder has a good overview of the educational programme she devises for each child. Planning is individual according to children's needs and regular assessments helps to identify children's skills and abilities and to seek intervention if required.

The childminder continually evaluates her provision. However, although her well-focused improvement plans include children's views, they do not include the views of parents. Therefore, they are not able to contribute towards the continuous improvement of the provision for children.

The childminder is self-motivated in identifying areas for professional development and so she enrolls on various training courses, to enable her to continually provide a strong provision. For example, she furthers her understanding with regard to disability and food hygiene, as well as furthering her qualifications in early years care and education. She has successfully tackled the recommendations made at the previous inspection, to ensure continuous improvement.

The childminder shares a strong relationship with outside agencies to enable her to fully support the children in her care. She works closely with the local authority, schools and other early years provisions to ensure a consistent approach to help meet individual children's learning and welfare needs.

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	316531
Local authority	Bury
Inspection number	819040
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	21/01/2011
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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