

Inspection date	27/02/2013
Previous inspection date	22/09/2011

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

- The childminder is well informed and has a good knowledge of the Early Years Foundation Stage, child development and the areas of learning, which she translates successfully into practice.
- Arrangements for safeguarding children are well embedded and clear policies and procedures are implemented consistently.
- The childminder places a strong focus on helping children to acquire communication and language skills and supporting their physical, personal and social development to ensure they are well-equipped with the skills they need for future learning.
- Children are provided with a warm, welcoming and stimulating learning environment in which they are happy, eager and motivated to learn. They benefit from a broad range of good quality resources and materials that effectively support their learning and development.

It is not yet outstanding because

- The childminder overlooks some opportunities for children to explore materials and resources that can be used in different ways, to further enhance their imaginative skills.
- Arrangements for sharing information with parents, about how they can continue and support their children's learning and development at home, are not yet fully established.

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 activities in the main playroom and outdoor environment.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector looked at various documents including policies and procedures, planning, observation and assessment systems and children's individual learning records.
- The inspector checked evidence of the suitability and qualifications of the childminder and discussed the self-evaluation process.

Inspector

Julie Kelly

Full Report

Information about the setting

The childminder was registered in 1999. She lives with her husband and adult son in Hollingworth, Hyde. The whole of the ground floor of the childminder's home and bathroom facilities on the first floor are used for childminding and there is an enclosed

garden available for outside play. The childminder is registered with Ofsted on the Early Years Register and both parts of the Childcare Register. She regularly attends a toddler group and activities at the local children's centre and collects children from the local school.

There are currently eight children on roll, three of whom are within the early years age group and attend for a variety of sessions. The childminder operates Monday to Friday from 7.30pm to 5.30pm all year round.

What the setting needs to do to improve further

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

- extend the use of the indoor and outdoor environment to build on children's imaginative and exploratory skills, for example, by providing flexible resources such as boxes, lengths of fabric, string, pegs and crates that they can use in different ways
- build on existing partnerships with parents by providing additional information about how they can help to support and continue their child's learning at home.

Inspection judgements

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

Children are enthusiastic, eager and motivated to learn in this good quality provision. Their learning and development is significantly enhanced by the childminder who has a very good understanding of how to capture children's interest and recognises fully that children learn through play. Teaching is rooted in a comprehensive knowledge of the Early Years Foundation Stage which ensures that children make good progress towards the early learning goals. Children have access to a broad range of good quality resources and challenging experiences to support their individual learning and development needs.

The childminder places a strong focus on helping children to acquire communication and language skills and supporting physical and personal, social and emotional development. As a result, children successfully acquire the skills, abilities and attitudes that prepare them well for school and the next stage in their learning. Children develop their personal, social and emotional skills as they engage in interactions and confidently explore the well-organised indoor and outdoor environment. For example, children play cooperatively,

share and take turns as they play ball games outside. Resources and activities are carefully planned so that children experience a broad and balanced curriculum that covers all areas of learning. However, there is scope to enhance children's imaginative and critical thinking skills by encouraging them to explore open-ended materials and resources that can be used in different ways. Children respond to positive praise and encouragement from the childminder as they achieve tasks, which promotes their self-esteem and sense of belonging. For example, children shriek with delight, clap their hands and beam with pride as they receive praise from the childminder for completing a jigsaw and counting resources.

The childminder promotes children's communication and language skills through the use of regular conversations during play and care routines. She skilfully uses open ended questioning techniques to encourage children to express their thoughts, ideas and feelings and help them to extend their vocabulary. Consequently, children begin to use more complex sentences as they explain, discuss, negotiate and communicate their needs. For example, children ask for help when they build a tower, describe their model using mathematical language and anticipate what will happen if they add another brick. Children whose language development was below expected levels on entry, make rapid progress in this area because the childminder uses effective strategies to support their learning and development. As a result, the achievement gap is narrowing.

The childminder provides children with a wealth of opportunities to develop their large muscle control, balance and coordination skills as they ride wheeled toys, run, jump and slide in the well-equipped garden. They also benefit from opportunities to use larger climbing equipment at the children's centre. Children enjoy throwing bean bags into numbered holes, which helps to develop their upper body strength and improves their hand-eye coordination. They develop their small muscle control as they use a variety of tools and implements, such as scissors, paintbrushes, chinks, pens and pencils. The childminder teaches children to manage their own self-help skills, such as putting on and fastening their coats and using the bathroom independently.

The childminder completes observations and assessments which accurately demonstrate children's current and future learning needs. She plans for children's individual interests and stage of development based on information gathered from parents in the 'All about Me' booklet. Effective partnerships with parents make a significant contribution to meeting children's needs. They are encouraged to share information about their child's development, which enables the childminder to plan successfully for future learning needs. However, arrangements for sharing information with parents about how they can help support and continue children's learning at home are less well established. Daily conversations, diary sheets and access to children's individual files ensure that parents are kept fully informed of their children's developmental progress.

The welcoming, child-centred environment is attractively decorated with children's art work and wall displays. In addition, the friendly and reassuring childminder reinforces the fact that children are valued, which in turn enhances their emotional well-being. Children settle well into the provision because the childminder is fully aware of each child's individual routines and likes and dislikes. This information is gathered initially from parents on induction and subsequently by knowledge gained from detailed observations of the children.

The childminder is caring, skilled and sensitive and supports children to form strong, secure emotional attachments. She provides the right conditions to effectively promote their personal, social and emotional development. For example, by encouraging children to express their own personal needs when they are hungry or thirsty or need to use the bathroom. Children's behaviour demonstrates that they are happy, content and feel safe and secure within the childminder's home. They explore their environment with confidence and begin to learn about safety and assess any risks. They become aware of the outdoor boundaries when at parks, in the garden and playgrounds and when out walking. Children are encouraged to understand the consequences of what happens if they are not careful. For example, the childminder explains to children that toys need to be tidied away so that they do not fall over them.

The childminder has good hygiene routines in place and models good hygiene practices to teach children about being healthy. She ensures the environment is clean and hygienic and talks to children about germs on their hands. A sign is displayed in the bathroom to remind children to wash their hands after using the toilet. Children understand that they need to wash their hands before they eat and after they have played outside or in the sand.

Children develop good self-help skills because the childminder teaches children to adopt a 'can do' attitude and encourages them to do things for themselves whenever possible. They access the bathroom independently and competently manage their own needs. These skills prepare children well for their transition to school. Children learn about making healthy choices as they are provided with nutritious meals and snacks, such as toast, fruit and pasta dishes. Children learn to behave appropriately from the positive role modelling of the childminder and from each other. The childminder uses consistent and effective strategies that provide clear guidance for children about acceptable behaviour. Children learn to cooperate and collaborate with each other, take turns and share fairly and to respect the feelings of others.

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

The childminder is enthusiastic, dedicated and fully committed to caring for children. She has high aspirations for the quality of the provision to ensure that all children achieve their full potential. The arrangements for self-evaluation take into account the views of parents and children and their ideas and suggestions are valued, responded to and acted upon. The childminder has completed a detailed action plan which identifies areas for

improvement. The action and recommendations from the last inspection have been successfully addressed. For example, parental permission is now gained for the childminder to seek medical advice and treatment in the event of an emergency. The continuous evaluation and reflection of the observation, assessment and planning arrangements has resulted in the childminder developing an effective system that has a positive impact on improving outcomes for all children. She shares good practice with other childminders at the network childminders group and gathers information from the local authority development worker to update her knowledge and improve her practice. The childminder monitors her knowledge, skills and practice to identify her training needs and is currently very close to completing an early years qualification at level 3. As a result, children continue to access a good quality learning experience that meets all individual needs.

The childminder has a good knowledge and understanding of how to protect and safeguard all children. For example, there are robust policies and procedures for safeguarding in place which are consistently implemented. Risks are managed well and the childminder has a secure understanding of the safeguarding and welfare requirements. She is aware of what to do and who to contact if there are any safeguarding concerns. Parents are given a copy of the safeguarding policy which they sign to say they have read and understood. As a result, children's safety is effectively promoted.

The childminder has a secure knowledge of the educational programmes and consistent monitoring ensures that children have a broad and balanced range of experiences to help them progress successfully towards the early learning goals. She demonstrates a comprehensive understanding of her responsibilities to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. There is an effective system in place to observe, assess and monitor children's progress, which ensures any achievement gaps are quickly identified and appropriate interventions sought if necessary. The childminder fully understands the importance of working in partnership with external agencies and services to ensure children receive the appropriate support they need. Strong partnerships with other providers ensure that children are well prepared for the next stage in their learning and are effectively supported in the transition process.

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
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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	311983
Local authority	Tameside
Inspection number	818925

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	22/09/2011
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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