

<b>Inspection date</b>	18/03/2013
Previous inspection date	31/10/2011

<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**

- Children's well-being and independence is well supported and their behaviour is managed effectively through good use of praise and encouragement. As a result, children develop good levels of self-esteem and confidence which allows them to try out new ideas and make good progress in their learning.
- Children are cared for in a safe and secure home. They are happy and have developed good relationships with the childminder. As a result they settle well and are keen to explore their environment, developing a positive approach to their own learning.
- The childminder establishes positive relationships with parents as she ensures they are kept well informed of their child's progress. As a result, they are able to support their child's learning at home.
- The childminder promotes children's language and communication skills well, as she actively engages them in discussions about what they are doing. Consequently, children extend their vocabulary and become skilful talkers.

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

- The childminder has yet to provide a range of resources which reflect positive images of our diverse society. Therefore, children's understanding and acceptance of difference is not always maximised.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 taking place in the playroom.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed the children's records, tracking documentation and a selection of other documentation.
- The inspector reviewed thank-you cards and other written documents from parents regarding the childminding practice.

## Inspector

Kay Armstrong

## Full Report

### Information about the setting

The childminder has been registered since 1990. She lives with her adult son in the Norden area of Rochdale. The home is close to local schools, parks and shops. Children have access to the playroom and kitchen on the ground floor. Bathroom facilities are on the first floor. The enclosed rear garden is available for outdoor play. The childminder is able to take children to, and collect them from local schools and pre-schools.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll, two of whom are in the early years age group and all children attend for a variety of sessions each week. The childminder cares for children from 8.30am to 5pm, Monday to Friday, term time only. The childminder gains 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:

- extend and support children's understanding of difference by providing a range of resources and books which reflect positive images of our diverse society and which avoid negative stereotypes.

## Inspection judgements

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

Children make good progress because the childminder provides a variety of stimulating activities, which supports their learning and development in all areas. The childminder makes good observations and assessments of children's progress towards the early learning goals. She successfully tracks children's development and uses the information she has gained to inform planning of future activities. As a result, children are interested in the activities and are suitably challenged. At present children are working comfortably within the typical range of development expected for their age as outlined in the 'Development Matters in the Early years Foundation Stage' guidance. The childminder has a good awareness and understanding of the need to complete the progress checks for children aged two.

The childminder shares information regarding children's on-going learning with their parents. This successfully keeps them informed of their children's progress and encourages parents to provide similar experiences at home to extend children's learning further. Teaching is effective because the childminder knows the children very well and spends her time playing and interacting with them. She successfully supports children's

communication and language skills well as she talks to them as they play. She listens carefully to what they say and responds to them in a positive manner. This ensures that children feel valued and know that what they are saying is important to the childminder. The childminder asks simple open-ended questions which help children to think and reason. For example, the childminder asks 'what's missing?' as she draws a face on the board. Children are becoming aware that letters represent sounds and print carries meaning, because the childminder sounds out the initial letters of their name as she writes it on a board. The childminder speaks in short simple sentences appropriate to children's age and understanding, introducing new words whenever possible. This promotes their learning and helps to extend their vocabulary. Children enjoy making marks with a purpose as they chalk on boards and make patterns on a mechanical drawing toy. This helps to support their emerging early writing skills. The childminder builds upon children's interest in the activities. For example, as they draw rainbows, she skilfully extends the activity to include colour recognition and early mathematics.

The childminder encourages children to make choices about their play and learning by ensuring resources are easily accessible and are interesting to them. For example, the childminder recognises a child's interest in music and has purchased a small keyboard and interactive musical activities to promote and extend this interest. The childminder fosters children's problem-solving skills as they complete jigsaws and build with construction sets. The childminder recognises the value of children being able to freely direct their own play and learning and allows children the space to play alone at times without her intervention. Children enjoy playing imaginatively with small world resources, 'feeding' their dolls and chatting about what they are doing. As a result they are becoming independent learners.

Children learn about different cultures as they celebrate a range of festivals throughout the year, such as Chinese New Year and Eid. However, resources which include toys, books and posters that reflect the diverse society in which children live, have yet to be fully developed. Consequently, children's acceptance and awareness of difference is not consistently maximised. The childminder provides a range of media for children to express themselves creatively. For example, she provides paint, chalk, crayons and glue. Children show interest in early technology when using the interactive resources to reveal sounds and flashing lights as they press the buttons. The child-friendly, welcoming, well-resourced learning environment helps to support and extend children's learning across all areas, ensuring they are ready for school.

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

Children are happy, secure and relaxed because the childminder ensures the settling-in procedures are flexible and realistic. As a result, children settle well and develop strong bonds with the childminder as their emotional needs are successfully met. They demonstrate that they feel comfortable and confident in the childminder's care, as they snuggle into her for comfort and reassurance. The childminder works closely with parents. Daily chats ensure that important information about the children is shared regularly. This enables the childminder to support children's individual needs well and to provide continuity in their care. Children are relaxed and happy as they explore the environment, knowing that the childminder is close by. The childminder teaches children to be safe both

indoors and outside. Children are taught about road safety as they walk to and from school. They learn how to use large equipment properly as they play in the garden or when they visit the park. As a result, children understand how to take appropriate risks and are becoming confident in keeping themselves safe.

The childminder manages children's behaviour well. She uses praise appropriately to support children's self-esteem and confidence. Consequently, children behave well and are learning to share resources and play cooperatively. The childminder provides opportunities for children to socialise with their peers and adults, as they are regularly taken to activity groups. Here they are able to explore different resources and learn about their local community. As a result children develop confidence, independence and the skills they need as they move on to the next stage in their learning. The childminder provides good opportunities for children to develop their physical skills as they play in the garden or explore in the park. Children are able to climb, slide, ride bikes and play ball games, which help to develop their coordination and strength whilst they have fun. They practise and refine their dexterity as they use a variety of tools, such as paint brushes, scissors and crayons.

Children learn about healthy lifestyles as the childminder supports them to adopt good personal hygiene routines. They are encouraged to eat home cooked, healthy meals and snacks and are becoming aware of foods which are good for them. Drinking water is readily available so children are able to quench their thirst. The childminder's home is child-friendly, warm and welcoming and as a result, children are happy, relaxed and comfortable.

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

The childminder has a secure understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She has a range of policies and procedures in place which are shared with parents. These help to support her good practice and enable her to meet children's care, safety and their learning and development needs well. Children play in a safe and secure home as risk assessments are completed and a daily check of the premises is undertaken. Children are kept safe whilst they enjoy visits to local amenities, as the childminder undertakes a risk assessment of travel arrangements and places they visit. She is confident of the requirement to record and report any child protection issues and has a good safeguarding policy in place to help to protect children further. Risks are assessed and managed and therefore, children's safety is successfully promoted.

The childminder is reflective in her practice and has identified clear targets for improvement. For example, she recognises that children will benefit by gaining a greater understanding of the natural world. Therefore, her improvement plans include more opportunities for children to grow plants and vegetables. Through discussions, the childminder seeks the views of parents and children when reflecting on her service. This enables them to share any observations of areas they feel that could help develop the provision. All actions and recommendations raised at her last inspection have since been

positively addressed. As a result, the requirements to promote children's learning and welfare are successfully met and children's safety enhanced.

Partnership working with parents is actively encouraged and facilitated through the sharing of relevant information about the setting and children's individual needs. All parents receive an information pack which includes policies and procedures, therefore making them aware of the childminder's effective practices. Information shared includes the children's likes and dislikes. The childminder also obtains information about their developmental starting points to assist in the initial planning and assessment. Parents are kept informed about daily routines, care practices, activities their children enjoy and their children's development progress through regular discussions. At present, the childminder does not look after children who attend other early years settings. However, she is committed to having strong links with local schools. Through discussion, she demonstrates she has the knowledge and understanding of the importance of partnership working to ensure an effective transition for children from her setting to school.

Children's well-being is further enhanced by the childminder's good organisation. She manages daily routines effectively to accommodate the individual needs of the children attending, recognising their need for play and rest. The flexible approach and planning ensures children benefit from a good balance of child-led and adult initiated activities that fully sustain their interest. The childminder provides a stimulating environment with lots of opportunities for children to learn through play. Consequently, children make good progress in their learning and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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 action. 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>	316057
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	819030
<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>	31/10/2011
<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, which are usually the childminder's 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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