

Inspection date	03/04/2013
Previous inspection date	08/02/2011

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 plans activities that are purposeful and developmentally appropriate across all areas of learning. She has a good awareness of how children learn and uses this knowledge to actively engage children in learning.
- The childminder observes children, identifies their next steps of development and plans age and stage appropriate challenging activities. Consequently, children's individual needs are well met.
- The childminder has good partnerships with parents, which makes sure children benefit from consistency of care between home and the childminder.
- The childminder undertakes self-evaluative practice which identifies strengths and weaknesses. She is pro-active in prioritising changes to support further improvement.

It is not yet outstanding because

- Transition procedures are not yet embedded to ensure that information is shared with other providers at the time of transition.
- Children gain an understanding of the world through activities and outings. However, opportunities to investigate the natural world outdoors are less well established which hampers some opportunities for children to explore the world we live in.

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 and children at play throughout the inspection.
- The inspector spoke with children and the childminder throughout the inspection process.
- Relevant documentation was observed and discussed on inspection.

Inspector

Elisia Jane Lee

Full Report

Information about the setting

The childminder was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her children aged four, six and 13 years in a house in Prestwich, Manchester. The whole of the ground floor and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local art and craft centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 8am until 5pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- enhance times of transitions for children by developing more effective ways of sharing communication with other providers
- consider developing further opportunities to investigate the natural world in the outdoor area, for example, through introducing planting and gardening activities.

Inspection judgements

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

The childminder has good knowledge about how children learn and uses this well to support children in their learning and development. Planned activities are purposeful and developmentally appropriate to ensure that every child is actively engaged in learning. The environment is well organised and contains a range of interesting and exciting resources which support children across all areas of learning. For example, children play with a train set and develop their problem solving skills as they consider how the carriages fit together. The childminder extends children's language by asking questions, such as 'How many carriages have you got now?' and 'Is your train a fast or slow train?' Children listen carefully and contribute to the discussion.

The environment is bright and engaging, allowing children to develop their own ideas through play. A range of learning posters adorns the walls which children reference during play. For example, children look at a number poster and count up to ten, pointing at the different numerals as they count correctly and in sequence order. Children make suggestions for activities or games they would like to play. This means that activities are

based on children's interests; as a consequence, children are actively engaged in learning. A range of quality resources are stored in accessible, and labelled storage units, which enable children to make free choices in their play. For example, children choose to access large chalks as they experiment making different patterns and shapes on a variety of coloured paper. There are a good range of resources to meet the needs of different age groups and individual needs. For example, there are designated resources for babies and younger children that support stage appropriate learning. Children play in the outdoor area every day with a range of resources. However, resources and opportunities for children to investigate the natural world are less well developed, which inhibits children exploring the world around us.

The childminder monitors children through undertaking comprehensive observations of children as they play. This ensures that the childminder is able to identify children's next steps in their individual learning as they work towards the early learning goals. The childminder has a good knowledge of children's individual needs and has close working relationships with parents, which supports children's development further. She works with parents to discuss activities that children are undertaking at home, which allows a consistent approach in supporting children as they develop across the prime and specific areas of learning. Parent partnerships are very good and effective communication systems are in place. For example, parents are provided with daily verbal feedback, parent questionnaires and they receive information about the Early Years Foundation Stage. This supports parents in gaining an understanding of the learning and development of their child. Effective partnerships are in place with other childminders and local authority advisors when the childminder attends childminder network meetings.

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

The childminder gives a high regard to children's safety. She has written risk assessments in place which cover all aspects of the home and children's safety is assured when they are on trips and outings. This means that children are well protected. For example, when children use public transport to go on trips the childminder ensures she is aware of timetables, carries a charged mobile phone and has parent contact details with her at all times. The childminder supports children keeping safe by discussing crossing the road safely and using tools correctly. For example, she discusses the use of knives during baking activities and how they may harm you, so that children become aware of potential dangers around them. Children are also further protected because the childminder keeps good records including accident, medication and attendance records.

Children develop an understanding of the importance of exercise. Children take daily walks and play outside in the garden area. Children regularly visit the local art studios, where they explore using different mediums, toddler groups and the local park. Menus are discussed with parents and children's likes, dislikes and dietary requirements are taken into account when planning meals. Healthy options are cooked daily by the childminder, incorporating fresh fruit and vegetables. Children express emotions and feelings through their play. For example, children study their reflection in a mirror to experiment pulling different faces as they pretend to be different characters. Children giggle as they

appreciate the humour of the scenario, such as when they pretend to be a giraffe using their long tongue to access leaves.

The childminder is a good role model and positive attachments are made which enhances all aspects of children's development because they feel secure. Children are happy and settled and behave well in the setting. Younger children, who are unsure of strangers, are quickly soothed by the childminder so that they learn to trust the childminder and develop a sense of security in her care. The childminder offers clear explanations and has high expectations of children. Children are learning about their own and other cultures and beliefs because they celebrate birthdays and festivals together. Children make cards for significant family members for special occasions, which support children in their understanding of the needs of others. In addition, the childminder incorporates 'special days' into planning learning experiences. For example, an Olympic sports day which includes children taking part in a parade, making Olympic torches, exploring different physical activities and taking part in a closing ceremony. The childminder shows a good understanding of the importance of supporting children through change and transition. However, current methods do not aid consistency in the information being shared with schools that children may attend. This results in teachers not being fully aware of children's current developmental stage as they move into full-time education.

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

The childminder has a good knowledge of local safeguarding procedures which means that children are safeguarded and well-protected in the setting. The childminder has attended safeguarding training and is aware of who to contact should she have a safeguarding concern. Secure procedures are in place, such as comprehensive policies, daily safety sweeps and by undertaking independent research to keep abreast of ongoing changes. Children are kept very safe whilst in the childminder's care because she observes and supervises the children well. In the home the childminder ensures keys are stored out of children's reach, she uses safety gates and ensures all exits are locked. Children are also further protected because the childminder keeps good records including accident, medication and attendance records.

The childminder evaluates and monitors planning and assessment procedures which ensure that she has a good knowledge of children's individual progress as they work towards the early learning goals. She fully understands the requirements of the Statutory Framework for the Early Years Foundation Stage and ensures she is meeting her responsibilities in all areas. Comprehensive partnerships are in place with parents and other professionals which further support children's individual needs. Children are happy and confident, independently accessing resources, initiating discussion and inviting adults to join them in their play.

The childminder works hard to provide a caring and stimulating environment which supports children's individual needs as they progress towards the early learning goals. She evaluates her practice and procedures to support constant improvement and is proactive

in making changes quickly. For example, the childminder has incorporated safety matting on the floor in the outdoor area, and is undertaking more frequent emergency evacuations so that children will be confident should there be a need to evacuate the building.

The childminder attends childminder network meetings and accesses training opportunities. She has recently attended training on 'Undertaking the two year progress check' and 'Maths in the childminding setting'. She regularly refreshes her knowledge through courses, such as safeguarding, first aid and food hygiene. She uses a self-evaluation form as a working document to identify priorities for change and to monitor the impact of these. She takes into account the views of parents through questionnaires, which further supports effective self-evaluative practice. Parents' comments are very complimentary. For example, they say 'My child is well cared for and happy, you are excellent at your job' and 'I couldn't wish for a better childminder'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	316715
Local authority	Bury
Inspection number	819050
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	2
Number of children on roll	2
Name of provider	
Date of previous inspection	08/02/2011
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, 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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