

<b>Inspection date</b>	19/04/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	Not Applicable
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 has a very good understanding of how children learn and ensures she is meeting the learning and development needs of all children through robust observations and assessment.
- Children build secure attachments with the childminder because she provides a safe and secure environment where children settle quickly and their independence skills are well-promoted to prepare them for their next steps of learning.
- Children's language and communication is well-promoted. The childminder confidently extends children's vocabulary and supports them in discussions.
- The childminder obtains useful information from parents about children's starting points. She works very well with them in keeping them informed of daily activities and keeps them very involved in their children's achievements and progress. This engages them effectively in their children's learning.

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

- There are fewer activities which encourage children to experiment by ordering numbers in order to support them with their calculating and problem solving skills.

## 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 the children and spoke to the childminder at appropriate times during activities in the lounge, playroom and garden area.
- The inspector looked at children's learning journey books, planning documents, children's records and a selection of policies and required documentation.
- The inspector was able to speak to one parent during the inspection and took account of their views provided through questionnaires, newsletters diaries and children's learning journals.

## Inspector

Julie Firth

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her son aged four years in the Fitton Hill area of Oldham. She works with a co-childminder from this address. The whole of the ground floor and the bathroom on the first floor are used for childminding purposes. There is a large rear garden available for outdoor play. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder operates Monday to Friday, all year round.

The childminder has two children on roll in the early years age group. She takes the children to the local park and shops in the community. The childminder collects children from the local school and receives support from Oldham Sure Start.

### What the setting needs to do to improve further

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

- extend the range of experiences offered to children to further promote their problem solving skills, for example, by providing opportunities for children to add and take away items.

### Inspection judgements

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

The childminder has a very good knowledge and understanding of how to promote the learning and development of young children. She provides an interesting and challenging variety of activities, which cover all aspects of children's learning and development. She works well to meet the individual needs of the children attending. The childminder clearly knows the children very well, gaining an in-depth understanding of each child's interests and learning abilities. Effective assessments, through regular robust observations, ensure that children's development and learning across all areas is monitored. Careful analysis of observations and children's next steps leads to the childminder setting achievable targets for their future learning.

Children's language development is very well-promoted through regular conversations during play activities. The childminder is good at extending children's thinking and language skills by asking questions. For example, she encourages them to speak about events that happen at nursery and encourages them to share their news with other children who attend. She listens carefully to children's answers and prompts them to

repeat words they are struggling with. Furthermore, she encourages children to ask her questions and recall a favourite story which results in curious inquisitive young learners. Children learn colours through planned activities and use mathematical concepts of shapes and patterns. However, there is scope to challenge children to order numbers and say which is more or less to promote their problem solving skills. Children are encouraged to sit and become motivated when completing a jigsaw as the childminder swaps them regularly for more complicated pieces as they make quick progress. This also results in children concentrating for longer periods, which supports them in their preparation for school.

Children take turns to feed the fish, observe mini beasts and water their own plants. Furthermore, they have great fun talking to each other on the mobile phones from different play rooms, promoting their imaginary development. The childminder encourages them to dress independently by asking them to put on their own coats and shoes. Praise and encouragement are continually provided and, as a result, young children are becoming confident to play together alongside each other. Furthermore, children are encouraged to add their interests to the notice board which involves them in planning activities that interest them.

The childminder organises stimulating play activities, such as arts and crafts, and children have opportunities to feel different textures, such as glue and glitter, as they create a collage and make a kite. They learn to use different tools to cut and roll out during a play dough activity which reinforces their small muscle skills. The childminder shares regular detailed information with parents about their children's learning, which informs their starting points. Regular meetings and daily diaries enable parents to keep up to date with their children's activities and events. There are many ways for parents to contribute to their children's learning and they make comments on their assessments. This means they are fully involved in supporting their ongoing progress.

The learning environment is organised very well to promote children's independence. A good range of resources are stored in low-level crates and, as a consequence, children can move freely around the rooms on the ground floor. Children enjoy regular outdoor play in the childminder's enclosed garden where they can climb, balance, jump through hoops and use wheeled toys. Children demonstrate that they feel settled and at home in this warm, friendly environment as they respond well to both of the childminders.

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

Children's individual needs are met because they are happy, settle very well and form close relationships with the childminder. The key person works effectively as herself and the co-minder are responsible for individual children, which further enhances the support and good attention she gives to them. Parents praise the settling in process and feel very content leaving their children with the childminder. Children have a good understanding of the routines and are confident in the setting. The childminder is consistent, calm and a good role model for children. Therefore, children develop strong bonds and attachments with her. House rules are in place and she has clear rules and boundaries that children

accept. The children who attend become more sociable as they attend different groups and trips within the local community; this helps to prepare young children for the transition to pre-school.

Children's personal, social and emotional development is well-promoted. They are becoming confident in managing their personal care, such as when attending the bathroom and learn to tidy away after their play. They develop confidence and independence as they choose from a wide range of toys and equipment in the dedicated play areas. Children know where things are and confidently self-select resources from the low-level storage units and boxes. The childminder risk assesses her home and minimises any potential risks. This means that children can play and grow in a safe and secure environment. The childminder also takes time to consider the potential risks when she is out with the children and helps them to understand the dangers, such as moving traffic, as they walk home from school or attend trips in the locality. Children take part in regular fire drills and they practise them regularly which give them a good awareness of how to act in an emergency.

Posters in the setting show healthy foods and demonstrate good hand washing practices, which are reinforced through daily routines. Children are protected from the risk of cross-infection, as the childminder follows strong hygiene practices. They gain a greater understanding of why they are eating healthy fruits during snack time and menus indicate homemade healthy meals and a wealth of options to suit all dietary requirements. The childminder takes the lead on cooking homemade healthy options while the co-minder keeps the children stimulated and calm as they wait for their lunch. The childminder takes them frequently on trips to places of interest and local parks to use the fixed equipment. Consequently, their health and well-being are well-promoted through both inside and outside activities.

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

The childminder has a good knowledge and understanding of the Early Years Foundation Stage and is providing children with learning opportunities that support their progress towards the early learning goals. She monitors her assessment and planning procedures ensuring that they accurately record children's abilities and progress. As a result of this, the childminder is able to ensure that children are developing in line with, or exceeding, the developmental milestones for their age. Her experience as a nursery nurse during previous employment reflects well in her teaching practice with the children. She sits regularly with her co-minder and they review planning together identifying any gaps the children may have. They both share the same vision and enthusiasm to strive for excellent care and education. Both, previous and ongoing training, which includes first aid, planning, observations and safeguarding, keeps her up-to-date with the Early Years Foundation Stage framework. She fosters successful relationships with parents and actively seeks their feedback through the detailed learning journal and robust questionnaires. Parents give particular praise to the loving and supportive relationships the

childminder builds with the children. They make positive comments regarding how well they feel involved in their children's learning and on the good fast progress children make since attending her home.

The childminder's arrangements for safeguarding are thorough, ensuring that children's welfare is consistently prioritised and promoted. She has a secure understanding of the procedures to follow and has all the relevant details for reporting concerns should they arise. The childminder works with the local authority and acts immediately on the advice they give to her. She is monitoring her practice and is very aware of the strengths of the setting and areas of development. She is starting to set herself challenging targets for the future and regularly evaluates children's participation in planned activities. She also organises her home and balances the time well to fully support the children in her care. She encourages children to mix well with her own son and to quickly become part of the friendly family environment. The childminder speaks to the classroom teacher of the local school where children from her setting attend to enhance learning and consistency to fully support children's learning in the Early Years Foundation Stage. Training in first aid, planning, observations and safeguarding keeps her knowledge up-to-date. Overall, the childminder creates a warm, welcoming and safe environment where children are stimulated to learn and grow in confidence.

### **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 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>	EY452572
<b>Local authority</b>	Oldham
<b>Inspection number</b>	885414
<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>	5
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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