

<b>Inspection date</b>	09/05/2013
Previous inspection date	30/03/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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		1
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 educational programmes have depth and breadth across the seven areas of learning. They provide interesting and challenging experiences that effectively meet the learning needs of all children.
- The childminder's exceptional knowledge of the children is based on secure relationships and a thorough understanding of how to promote their well-being.
- Children have lots of opportunities for play both indoors and outside, which ensures that they benefit from the full range of opportunities and experiences on offer.
- The childminder has an excellent understanding of safeguarding and takes utmost priority in keeping the children safe from harm.

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

- There is scope to improve partnership working through consistently sharing information, which helps parents to support their child's learning and development at home.
- Self-reflection does not fully include the views of parents to ensure their thoughts and ideas are used to shape future practice.

## 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 toured the whole of the premises.
- The inspector observed children playing with a range of resources indoors and in the garden.
- The inspector looked at a range of documents, including the children's learning and development records and the policies and procedures of the setting.
- The inspector discussed aspects of the provision with the childminder at appropriate times during the inspection.

## Inspector

Lisa Maidment

## Full Report

### Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her husband and children aged 15, 11, and two years in Little Lever, Bolton. The whole of the property is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a cat.

The childminder operates Monday, Tuesday, Thursday and Friday, term time only, but these hours are very flexible. She works with two assistants. The childminder provides funded early education for three- and four-year-old children. There are currently six children attending, who are in the early years age range, all of whom attend on a part-time basis. The childminder also offers care for children aged over five years. The childminder is a member of the Professional Association of Childcare and Early Years.

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

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

- develop information provided to parents about children's learning by including further details about how they can continue learning at home
- improve the effectiveness of self-evaluation by bringing in the views of parents and other professional people, in order to build on and improve practice.

## Inspection judgements

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

The childminder has a good understanding of how children learn and as a result, they make good progress in their learning. She assesses the starting points of each child when they first arrive in the setting and plans activities around their interests. The childminder makes good use of her observations of individual children to identify learning priorities and to ensure all seven areas of learning are covered. Therefore, children make good progress in preparation for school and the next stages in their learning. The childminder encourages parents to be involved in their child's learning and share what they know about their child. However, there is scope to improve partnership working, in order to consistently share information to help parents further to support their child's learning and development at home. The childminder carries out the progress check at age two years

and this is shared with parents.

The childminder and her assistants encourage the children's learning through a good balance of adult-led and child-initiated activities, which inspires purposeful play. Children develop a good understanding of words, numbers and colours because the childminder and her assistants model the good use of vocabulary. For example, they talk about big and little and point out the colours of the rainbow when looking at books. Children develop strong communication skills as they listen to a story and recall details as they curl up on the sofa with the childminder. She recalls with fondness trips to the park or to the shops, which interests the children and stimulates their memories while developing their communication and language.

The childminder plans for a good range of sensory activities for the young children, such as, gloop, play dough, sand and shaving foam, which stimulates their senses. She encourages the use of the outdoor play area where the children access a good range of toys. This includes swings, a trampoline, construction equipment, sand, water and ride-on toys. Children's literacy skills are supported well. For example, they have access to a good range of books and lots of labels are displayed in the environment. This helps children to understand that print has meaning.

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

Children feel very secure in the setting because the childminder is extremely effective in helping them to feel safe, happy and confident. Children are very self-assured and have confidence in their own abilities. The childminder gently encourages children to develop and extend their skills as they learn to walk or feed themselves. Superb interaction with the children gives them confidence to try while gaining high praise and encouragement. Children form strong attachments with the childminder, who gives them exceptional warmth and affection. Under her gentle guidance, children behave well and form caring relationships with one another.

The childminder and her assistants are excellent role models, deploying themselves appropriately throughout the home to support and encourage the children to keep them safe. The fire evacuation drill is practised regularly, which helps children to learn about keeping safe in an emergency. When the children go out on trips, the childminder gives clear and concise instructions to her assistants to ensure that those in her care are protected.

The childminder has a vibrant relationship with parents and incorporates their wishes into her practice to help promote continuity of care and learning for children. Excellent settling-in procedures are tailored to each child's need. For example, the childminder visits the children in their own homes before they start to identify any specific needs the child may have. This ensures the smooth transition between home and the childminder's home is a positive experience.

Children move around the various rooms in the home with ease, accessing the different resources available. They access a wealth of resources, which are bright, stimulating and

age-appropriate. Free-flow provision to the outside allows children to choose from a range of stimulating activities and develops their own interests in a well-equipped garden. They are actively encouraged to be outside where they enjoy playing with the sand and water. Children practise their balancing and coordination skills on the many ride-on vehicles that are on offer.

Children enjoy and benefit from a vast range of healthy, home-cooked food in a relaxed atmosphere. Older children help with the routine of setting the table and prepare simple snacks for all the children, which encourages them to become independent. All children are enthusiastically encouraged to wash their hands before eating and have their own toothbrush to attend to oral hygiene when they have finished. This effectively supports them in developing the skills required for future learning and prepares them well for the transition to pre-school or school.

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

The childminder and her assistants have a good understanding of the safeguarding requirements. Thorough risk assessments and checklists throughout the home are completed daily to ensure children's welfare. The childminder ensures that children are safeguarded effectively because she has a good knowledge of the procedures to follow in the event of any concerns about a child in her care. This means that children are kept safe and protected from harm. Comprehensive policies and procedures are provided, which keep assistants and parents informed of practice in the setting. The childminder keeps her knowledge of safeguarding up to date by accessing training opportunities to continue her professional development.

The childminder and her assistants have a good understanding of the Statutory Framework for the Early Years Foundation Stage. Weekly meetings between them are used to plan activities based on children's interests and they evaluate the activities, which they have completed. There are good and balanced activities provided, which are purposeful and developmentally appropriate. The childminder monitors her assistants' performance by working closely with them. She gives them guidance and support by demonstrating good practice to ensure continuity in children's learning throughout the setting.

The childminder continually reflects on her service and identifies her strengths and some areas for improvement. However, there is scope for further enhancement of the evaluation process by further incorporating the views of parents and children and using these when developing practice and making further improvements. The childminder recognises the importance of building close links with parents. She has good working relationships with them and they regularly share information, so children's individual needs are consistently met. Positive feedback demonstrates parents' high regard for the childminder and the service, which she offers. The childminder is clear about sharing information between settings when children attend more than one provision, which enables them to work together to support their learning.

### **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>	EY357556
<b>Local authority</b>	Bolton
<b>Inspection number</b>	863518
<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>	18
<b>Number of children on roll</b>	13
<b>Name of provider</b>	
<b>Date of previous inspection</b>	30/03/2012
<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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