

## Inspection date

Previous inspection date

18/04/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

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

- Overall, teaching is rooted in a secure knowledge and understanding of the Early Years Foundation Stage. The childminder has a good awareness of how to promote learning through play, daily routines and additional experiences. Consequently, children enjoy their activities and their learning.
- The childminder observes children and effectively uses what she knows so that activity planning is responsive to the unique learning needs of every child. This ensures every child makes good progress in their learning and development from their starting points.
- Children play and are well-cared for in a very welcoming, stimulating and well-maintained environment. This means they enter happily, they are safe and are continually learning through their play and routines.
- The childminder is highly motivated to strengthen her already well-organised and well-informed practice. She continually improves by using her links with other childminders and professionals, and by using training to further enhance her knowledge and skills.

### It is not yet outstanding because

- The childminder does not yet have an expert knowledge of how to support children who are left handed, particularly in using small tools and equipment and in writing.
- Occasionally, the childminder leads children's thinking too much, which means they are not always supported in the best possible way to think critically in order to learn more independently.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed play and care routines in the designated playroom, kitchen and the garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a selection of documents, including operational and children's records.
- Parents' comments were taken into account on the day of the inspection using the childminder's service questionnaires and references provided.

## Inspector

Angela Rowley

## Full Report

### Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two children aged three and four years in a house in Horwich, which is in the borough of Bolton, Greater Manchester. The majority of the childminder's home is used for childminding purposes, except the master bedroom. This includes a lounge, kitchen, toilet facilities and conservatory on the ground floor, in addition two bedrooms used for sleeping purposes on the first floor. There is a fully enclosed garden for outside play. The family has a pet cat.

The childminder attends several toddler groups and play centres each week with the children. She collects children from the local schools and pre-schools. There are currently two children on roll, who are in the early years age group and attend for a variety of sessions. She operates all year round, from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for 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:

- enhance knowledge for supporting children with left hand dominance to use small tools and equipment, particularly in writing, and provide a range of left-handed tools as needed, such as left-handed scissors
- enhance understanding of how to promote even better possibilities for children to develop skills in becoming active learners and critical thinkers, by; talking aloud and describing your actions in play to help children to think, control what they do and learn more independently, asking fewer questions, or by using open questions with many possible answers.

## Inspection judgements

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

Overall, the childminder has a secure knowledge and understanding of how to promote the learning and development of young children. She provides a broad range of activities and experiences, which promote children's development well. She observes what children can do and assesses their progress in detail. This includes using information from parents regarding children's abilities at home, both at the start of the placement and ongoing,

using a comprehensive two-way daily diary. She uses this information carefully to plan particular activities and strategies to promote specific aspects of children's development on a regular basis. For example, when the childminder and parents identify a need to support young children's confidence around other adults, she takes children to regular and specific play sessions where there will consistently be other childminders. This enhances their personal, social and emotional development. When the childminder and a child's parents identify left-hand dominance developing, they discuss and share strategies to support this. Although, as yet, the childminder lacks expertise and, therefore, confidence in supporting some aspects of physical development when children prefer to use their left hand. Consequently, she has not yet provided specialist resources to support their learning and some children are less confident using small tools and equipment, such as, when writing and eating. Detailed tracking of all children's progress shows that they are achieving comfortably within the typical range of development expected for their age in all areas and are progressing well. Parents also receive daily regular information regarding children's learning and their progress, including a detailed progress report at age two. This ensures they have information to contribute to the child's health visitor review and that they are suitably informed to continue their children's learning at home.

The learning environment, both inside and outside, is very well-organised and provides a highly stimulating space in which children play. It is enhanced with attractive resources provided in low-level storage buckets and units, which allow children to take some of the lead in their learning and respond to their own thinking. Children freely access dressing-up clothes to extend their imaginative play with the toy kitchen, doll and pram. They also freely access books, which are attractively displayed on a wall rack and relax when looking at them on accessible seating. Children match numerals to the missing shape in the floor mats and they count routinely in play. They know where to find the 'song bag' when the childminder mentions singing time and they eagerly go to get it. They enthusiastically select hidden items from the bag and recall associated songs and rhymes. They join-in with familiar parts and know the actions in detail. Children thrive as they explore the exciting outdoor area, enjoying many activities. For example, digging in sand, climbing the large tree-house slide, swinging in the boat swing, using wheeled toys, or exploring the effects of wind on the windmills or when chasing bubbles. All of which help them learn in interesting and different ways.

The childminder makes good use of outings to extend children's experiences. These are carefully planned to ensure a balance of good learning opportunities is provided. For example, children develop physical skills in soft play areas while also being encouraged to sort coloured balls into groups to reinforce their learning around colour matching and recognition. A visit to a shopping centre involves a learning experience to support mathematics when children go to a shoe shop to have their feet measured. A visit to the doctor and dentist with the childminder's own child leads to role play and discussions around healthy eating. The childminder effectively weaves in opportunities for children's learning into all she does. She makes very good use of daily routines. For example, when children arrive at the setting they learn to take off their own shoes and coat and to find their own name on their peg. At snack time, children match the colour of the range of fruit they are given to the coloured shapes on their placemat. At singing time, they sit on the floor with their legs crossed before the activity begins. These opportunities subtly and effectively help children develop many of the skills they need in readiness for the next

stage in their learning. Occasionally, however, the childminder leads children's learning and their thinking too much. She asks questions, which are sometimes closed and does not yet make the best use of modelling as a method of promoting children's learning in play. Therefore, while she is really keen to motivate children and help them learn during activities, at times this means they do not have the best possible opportunities to think or reason for themselves.

The childminder uses what she knows about every individual child to good effect to plan specific learning objectives for them. She carefully plans particular activities that will help support this. For example, a painting activity is specifically provided to support colour matching and recognition. Children enjoy exploring the paint and learn to associate the colour 'yellow' with the picture of the familiar bananas provided by the childminder. This is then extended as they find other yellow items, such as shredded paper, to glue on top to complete their 'yellow' picture. This means that the childminder's provision for children's learning is well-matched to their individual needs.

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

Children are happy and settle very well due to the childminder's warm and friendly approach. Time is taken to establish relationships at the start of their care and to obtain useful information from parents about children's care, medical needs and home backgrounds. In turn, the childminder provides parents with a wealth of information about how the setting operates. As a result, the childminder can follow children's individual routines in the setting and, together, both parties can provide consistency in children's care. Children's well-being is positively promoted because the childminder and parents work effectively together to discuss and plan for individual children's needs. This is supported by a daily diary exchange, which provides an effective communication tool. Very good standards of hygiene are adopted. Children are becoming confident with self-care routines because facilities are immediately accessible from the playroom and they routinely wash and dry their own hands before meal and snack times. They use individual towels, and they know which is theirs because they are all labelled. They eat fresh fruit and vegetables every day. These aspects of self-care are important for securing their early understanding of healthy lifestyles. The childminder is vigilant to promote children's specific health needs and adopts rigorous procedures for handling and administering medication.

Outdoor experiences are plentiful, which provide children with the fresh air, sunlight and exercise vital for their good health, every day. Use of the large play equipment extends children's physical skills and attendance at toddler groups extends their social experiences and helps them develop social confidence. It also helps them learn how to manage their behaviour in a variety of settings. Furthermore, visits, such as to school assemblies, to see older children take part, help children become familiar with a school building and environment. These opportunities prepare them well for their future transitions to nursery or school.

Children feel safe in the setting, consequently, they smile happily on arrival. They develop a strong sense of belonging because the childminder provides for every child individually.

For example, they have their own coat pegs, personal towels and every child's artwork is displayed. Secure routines help children know what is expected of them. They take off their outdoor clothing when they enter, they hang up their coats and are keen to go and play. They also display helpful attitudes. For example, they join-in with tidy-up time. Learning how to put toys away when there are lots out helps raise children's awareness of playing safely and of caring for their things.

The childminder conducts comprehensive risk assessments of her very well-maintained home and the activities children take part in. These are effectively used as working documents and the childminder has regard to them when planning and delivering activities, both in and out of the home. As a result, children move freely and safely in all areas of the childminder's home and garden. They are provided with good levels of supervision and learn about being safe. For example, when they take part in craft activities using scissors, children learn how to carry them safely, and when they are out on walks in the community they learn about road safety and wear high visibility vests. They also learn about home safety when they regularly practise emergency evacuations.

The childminder's keen and responsive nature means she is quick to react and meet children's individual needs. The warm and friendly relationships developed mean that children enjoy her attention and involvement in their play. Additionally, children develop close relationships with the childminder's own children. The confidence that children develop from the safety of these relationships means they enjoy their time in the childminder's care which extends the possibilities for their learning.

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

The childminder fully understands her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Her provision is highly organised. She knows she meets all requirements because she has routinely completed, and had regard to, an audit tool, which has helped her monitor her provision. She keeps all the required records and a wealth of others which help to keep children safe, protected and supported. The childminder regularly reviews her written risk assessments and uses them in practice. She is fully aware of her responsibility to protect children and of potential indicators of abuse or neglect. She has attended safeguarding training and is clear about the local reporting procedures.

The childminder has a secure understanding of the learning and development requirements of the Early Years Foundation Stage and uses it effectively to help children learn through play. As a result, children make good progress towards the early learning goals. Her welcoming, stimulating play environment, along with detailed and responsive processes for observation, assessment and planning, support this. She tracks children's development with care, which helps her maintain a clear view of the provision, therefore, monitoring effectiveness in meeting children's individual learning and development needs. She is clearly aware of the benefits of working with others to support children's continuity of care and learning. She obtains regular information from parents. These active partnerships result in good exchanges of information, which enable them to identify where

children may need additional support. Parents are provided with good quality information about the way that the childminder works in a detailed information pack.

The views of parents are gathered using questionnaires and these demonstrate their high levels of satisfaction with the service they and their children receive. They comment specifically on the 'beautiful clean and child-friendly setting - so well-adapted to suit children'. Other typical comments include, 'When I pick her up she is always so happy', 'Has helped immensely with my child's progress' and, 'We are always kept updated via the communication book'. These responses support the effectiveness of the provision for children's learning and their welfare, as well as the strong partnerships with parents.

Since registration, the childminder has worked hard to continually develop her practice. She is very enthusiastic and she is highly motivated to make the setting the best it can be for the benefit of the children she enthusiastically cares for. She strives for perfection and uses advice from other childminders and local advisors to assist her in continually developing her practice. She also uses feedback from parents. She routinely reflects and makes changes, as a result, completing an action plan which demonstrates the wide range of improvements she has made so far. For example, since registration, she has enrolled on and is close to completing an early years qualification at level 3. She has purchased a wide range of equipment to better meet the needs of young babies, and has continually enhanced her rich outside play space to provide more opportunities for outdoor learning. As a result, children's care and their learning are being continually enhanced through the development of the childminder's service. This demonstrates her strong capacity to continually monitor, reflect and improve her provision for the benefit of the children she cares for.

### **The Childcare Register**

The requirements for the compulsory 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>	EY435850
<b>Local authority</b>	Bolton
<b>Inspection number</b>	908389
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	4
<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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Piccadilly Gate  
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Manchester  
M1 2WD

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