

<b>Inspection date</b>	11/06/2013
Previous inspection date	11/10/2011

<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**

- Observations and assessments are thorough and clearly identify children's next steps. As a result, children make good progress.
- Children are eager to learn because activities are challenging and require children to think critically. This is because the childminder gives children freedom to play and explore at their own pace.
- Children are happy and have strong attachments with the childminder. They feel valued and home routines are respected so children settle quickly.
- The childminder has a secure knowledge about the different ways babies and children learn and she monitors educational programmes well. This means that children receive good quality care and learning.

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

- The childminder has not fully explored other ways for younger children to engage in sensory activities to extend their finger control and begin to develop pre-writing skills.
- There is scope to further involve parents in their children's learning by encouraging them to consistently share the observations they make of what their children learn at home.

## 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 children in the lounge and kitchen.
- The inspector spoke with the childminder at appropriate times during the inspection.  
The inspector carried out a joint observation with the childminder and observed a variety of activities, such as investigating materials and working with programmable toys.
- The inspector looked through children's observation files, checked evidence of suitability and qualifications of the childminder, and reviewed a selection of records and policies.
- The inspector took account of the written views of parents provided through questionnaires.

## Inspector

Emily Wheeldon

## Full Report

### Information about the setting

The childminder was registered in 1982 and lives in a house in Heywood, Oldham. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Most of the downstairs area of the home, along with an upstairs bathroom and bedroom, is used for childminding purposes. There is a secure garden available for outdoor play.

There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. The childminder also cares for children aged over five years to 11 years. The childminder is open every day from 7am to 6.30pm throughout the year, except for family holidays. She is able to take and collect children from the local primary school.

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

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

- enhance younger children's pre-writing skills by offering them more sensory experiences, such as putting fingers in damp sand, paste or paint, to develop their finger control and help them learn to make marks
- increase the opportunities for parents to contribute information about what children do at home and use this shared knowledge to plan together and think through ideas of how to move the child forward in their learning.

## Inspection judgements

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

Children are keen and motivated to learn and make good progress in their learning towards the early learning goals. This is because the childminder has a secure knowledge and understanding of the Early Years Foundation Stage and how children learn. Observations are thorough, linked to areas of learning and are effective in informing the childminder of children's next steps in their learning. The childminder carefully tracks children's progress and has a secure understanding of their stage of development. Educational programmes are well covered across the seven areas of learning and meet the age and stages of all children as appropriate. This ensures all children are well prepared for their next stage in learning and for school.

The childminder plans activities which are in line with children's interests and supports children's learning effectively. She knows that older babies enjoy filling and emptying containers. Consequently, she ensures activities encompass their interests and stage of development. By providing a box containing a wide range of light-up toys and natural objects, children are able to self-select, play and explore. The childminder has a good understanding about how young children need time to think and work things out by themselves. For instance, she sits back and gives older babies the freedom to play and explore flaps on boxes and does not interrupt the flow of their play. They enthusiastically fold down the sides and attempt to fit a lid over the top, demonstrating effective critical thinking skills. The childminder models language with the children very well. For example, she says, 'What are you doing there? Is that a big box you have there?' Positive experiences such as these, mean that children acquire good communication and language skills from an early age.

Older babies are happy and demonstrate high levels of independence and excellent physical control. For example, they competently grasp up to three objects in their hands while they are walking across the floor. When they accidentally drop a plastic ball, they try to balance on the ball using two feet and then confidently kick it away. Older babies enjoy pushing down on toys to make balls spin around and demonstrate a good knowledge of how to operate basic programmable toys. Creative activities are offered, such as hand printing and drawing which reinforce young children's hand and finger coordination skills. However, opportunities for children to experiment and make marks with their fingers using different textures and materials have not yet been fully explored in order to help them enhance their pre-writing skills.

The childminder has high expectations and supports children's communication and language skills well. She has a warm and caring nature and she skilfully asks questions about children's interests and the special people in their lives. As a result, children warm to her, are fully engaged in their play and feel comfortable expressing themselves. For instance, older babies smile and wave their hands with excitement when the childminder is speaking to them. They also say words, such as 'mama' and 'bye bye' and demonstrate effective understanding. Mathematical concepts are taught and incorporated into activities well. For example, the childminder models counting with them when older babies attempt to pull themselves up on steps. She also uses language, such as 'big' and 'little' to describe sizes of toys while they play so they quickly develop good vocabulary. Outings to the local farm, library and local community are enjoyed by children. This ensures they have a wide range of experiences and knowledge of their own locality.

The childminder has a positive relationship with parents. She keeps them up to date about their child's learning through diary sheets and daily discussions. Although, partnerships with parents are strong overall, the childminder has not fully explored ways to consistently incorporate the observations parents make of their children's learning at home into the planning and assessment process so that there is a shared approach to support children and a complete picture of all children's achievements can be gained.

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

Older babies quickly settle in the care of the childminder because she ensures their emotional and care needs are well met. Transitions from home and into the childminder's care are very smooth and well organised. For example, children are eased in gently and home routines are mirrored in the provision. Methods to gather information about children's interests and needs are secure because the childminder ensures she works closely with parents. Older babies form secure emotional attachments with the childminder and feel relaxed in her care. For example, when older babies wake up from a nap, they reach out with their arms for a cuddle.

The environment the childminder provides is stimulating and resources are accessible to the children so they can choose what they want to play with. As a result, children are independent learners. Good quality resources cover all areas of learning and are age and stage appropriate. For example, there are boxes containing natural resources and objects that work in different ways to enthuse babies. There are collections of small world animals, such as dinosaurs, for pre-school age children to discover and small bricks for older children to build with.

Nutritious and healthy food options are offered to children so they are fit and healthy. Older babies demonstrate effective self-help skills as they successfully hold feeder cups with both hands to drink water. Regular physical exercise indoors and outside is promoted well to encourage children to develop their physical skills. For example, children are taken on trips to a local physical activity session, walks to the park, and ride tricycles. Good hygiene procedures are in place and consistently implemented to keep children safe. For example, surfaces are wiped down with antibacterial spray and nappies are disposed of hygienically. During care routines, such as meal times, the childminder puts children at ease and she encourages them to communicate their needs. This is to promote positive relationships and to increase children's self-esteem.

Behaviour techniques are robust and are child-friendly. All children know what the house rules are, and the childminder is consistent in her approach to behaviour management. As a result, children behave very well. They demonstrate a good understanding of how to keep themselves safe. For example, they know they must be securely fastened in the car when going on outings.

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

Children are well cared for and safe because the childminder is vigilant and has a secure knowledge about safeguarding procedures. For example, she supervises children well at all times. She regularly checks the premises to ensure there are no small objects lying around so older babies do not choke on them. The childminder carries out daily safety checks of the premises and conducts risk assessments for outings. Safeguarding policies and procedures are implemented very well. The childminder has a secure understanding of

signs and symptoms of abuse and who to report this to. Additional robust measures to ensure children's safety include the childminder being registered with the Information Commissioner's Office. This means that personal data and contact details about children is kept secure on the computer. Accident and medical records are maintained and all other required documentation is successfully in place.

Monitoring of the educational programmes and assessment is strong. The childminder has a good overview of children's progress because assessments are clear. They show children's starting points in all areas of learning and progress to date. As a result, planning is focussed and meets the needs of children. Assessments successfully show children making good progress and any identified gaps in learning are closing. The childminder is committed to delivering a good quality service to children and their families, and self-evaluation is effective. She reviews her practice by gathering the views parents and children through questionnaires and informal discussions. As a result, her vision of her childcare practice is accurate and the provision provided is of good quality. She has met previous recommendations from her last inspection swiftly. For example, she has improved her systems for recording the administering of medicines. She has worked hard to improve her stock of resources and how they are organised so they are more accessible to children. They now reflect a wider range across the seven areas of learning and are clearly labelled and at child height. This means that children of all ages have their needs well catered for and good independence skills are promoted.

Partnerships with parents are good. They are kept informed about their child's progress through daily discussions and are invited to look through their child's assessments. Links with local schools are also well established and contribute to maintaining effective continuity of care and learning. For example, teachers share copies of children's assessment records and the childminder speaks to staff at the end of the day.

### **The Childcare Register**

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

<b>Unique reference number</b>	316055
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	819029
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11/10/2011
<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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