

**Inspection date**

21/06/2013

Previous inspection date

09/03/2012

**The quality and standards of the early years provision**

**This inspection:** 1

Previous inspection: 1

How well the early years provision meets the needs of the range of children who attend 1

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 1

**The quality and standards of the early years provision**

**This provision is outstanding**

- Children are extremely motivated and consistently demonstrate the characteristics of effective learning in this extremely high quality provision. The childminder is highly skilled at using every situation to maximise learning opportunities and as a result, children make rapid progress in their learning and development.
- The childminder is highly skilled and sensitive and helps children to form very strong emotional attachments and feel very secure within the setting. She has an excellent knowledge and understanding of the children that she cares for and skilfully supports them in their next steps in learning.
- Systems in place for monitoring and tracking children's progress are superb and ensure that they continue to make excellent progress in their learning.
- The childminder demonstrates a high level of understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The rigorous and extremely effective implementation of robust policies and procedures successfully promotes children's safety and well-being.
- Highly effective partnerships between the childminder and parents, other early years providers and local schools make an excellent contribution to meeting all children's individual needs exceptionally well.

## 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's activities in the playroom, lounge and outdoor environment.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector looked at various documents including, a sample of policies and procedures, planning, observation and assessment systems and children's individual learning records.
- The inspector took account of the views of a parent spoken to on the day of the inspection and from written questionnaires.

## Inspector

Julie Kelly

## Full Report

### Information about the setting

The childminder was registered in 2011 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her two adult children and two young children aged eight and three years in the Hazel Grove area of Stockport. The family has a cat. The whole of the ground floor of the premises are used for childminding purposes. There is a large enclosed rear garden available for outdoor play.

There are currently seven children on roll, who attend for a variety of sessions. Of these, six are within the early years age range and one is a school-age child, who attends before and after school and during school holidays. The childminder operates from Monday to Friday from 7.30am to 6pm, all year round. She visits local playgroups and attends a childminding group.

The childminder holds an early years qualification at level 3 and 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:

- extend the excellent use of the outdoor area to increase opportunities for children to explore the natural world and enhance their highly developed sense of curiosity, for example, by providing a digging area and 'mud kitchen'.

## Inspection judgements

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

The childminder has an excellent knowledge of the Statutory framework for the Early Years Foundation Stage and a thorough understanding of how children learn best. The whole ethos of her practice is based around children learning through play and well-planned, enjoyable and challenging experiences. As a result, children receive a very high quality learning experience from the exceptionally skilled childminder whose teaching skills are superb. The childminder provides a very good range of activities and resources that capture children's interests and support their physical and communication and language skills and personal, social and emotional development exceptionally well. This means that children gain the skills, abilities and attitudes to prepare them exceedingly well for their next steps in learning and school. The childminder seizes every opportunity during play

and daily routines to capitalise on children's learning potential and teach them new skills. For example, at snack time, children develop their social and communication skills as they chat about their home and family. They enhance their mathematical development as they count pieces of fruit and develop their small muscle control and coordination as they use knives to cut up bananas.

The childminder closely observes what children like to do and responds to their developmental needs by planning the resources, environment and activities to reflect their interests and next steps in their learning. As a result, children are thoroughly engrossed in their play, which keeps them motivated and eager to learn. For instance, children have a wonderful time as they play in water outdoors and squeal and laugh with delight as they decide to throw it in the air and try to dodge it as it falls to the ground. Children thoroughly enjoy their learning in the outdoor environment, where they learn about the seasons, weather and the world around them through first-hand experiences. For example, they collect pine cones, explore the effects of wind as they investigate wind chimes and streamers and listen to and identify sounds they hear in the environment. The excellent outdoor environment is an ongoing area for development in order to provide children with increased opportunities to explore the natural world, extend sensory play and further ignite their high levels of curiosity.

Assessment is highly precise and meticulous. Children are observed closely during the time after joining and starting points are ascertained through this and the information gathered from parents in order to subsequently measure progress. Observation and assessment is sharply focused, as a result children make excellent progress in their learning and development. The childminder uses a computer software application to record observations, planning and assessments and to share information with parents. Furthermore, parents are able to add their contributions to assessments and provide valuable information about what their children have been doing at home. Consequently, the childminder has a comprehensive and extremely detailed picture of each child's learning which is consistently updated. The system enables the childminder to accurately assess children's learning linked to Development matters in the Early Years Foundation Stage. In addition, she can meticulously track their progress, so that any gaps in learning are quickly identified and rapidly closed. Each child has an individual profile stored on a secure laptop, which contains spontaneous and significant learning observed, detailed narrative observations and photographic evidence. Parents who do not regularly see the childminder are particularly impressed with the system as it provides them with the opportunity to be fully involved in their children's learning. Furthermore, they have additional opportunities to discuss their children's learning and progress with the childminder at organised informal parents' evenings.

Parents are provided with a wealth of information through newsletters and a detailed induction pack about the Statutory framework for the Early Years Foundation Stage to help them support their children's learning at home. For example, they receive ideas and suggestions for simple activities that will support children's independence skills, such as encouraging them to manage their personal care needs and put their own coats on. As a result, the childminder is highly successful in supporting parents to engage with their children's learning.

The childminder teaches children to share, take turns and cooperate in their play to help them develop their personal, social and emotional skills. Children play collaboratively, swap resources and demonstrate a helpful attitude towards each other and the childminder. For example, they help to tidy up resources, clear away their plates and are involved in recycling leftover food. The childminder provides children with a wealth of opportunities to develop their communication and language skills. She talks to them during their play, uses open-ended questioning techniques to develop their thinking skills and introduces new words to extend their vocabulary.

The childminder skilfully uses stories and non-fiction books to enhance and consolidate children's learning. For example, children's interest in small creatures is supported by a caterpillar story and poems about bees, snails and worms. She ensures children are fully engaged as she involves them in the story and they eagerly respond as they complete the phrase 'but he was' with 'still hungry'. The childminder draws children's attention to the title and author of the story and as she reads points to the words and shows children that the print goes from left to right. This excellent practice helps children to learn what words are and begin to understand that print carries a meaning. Furthermore, children's learning is consolidated through extended activities, such as making a display of the caterpillar story, using a variety of painting techniques and collage materials and making their own small creatures out of dough. The childminder draws children's attention to the photographs on the wall of children when they found a snail in the garden and encourages them to recall what happened. Children explain that they 'saw the snail come out of its shell and gave it some apple to eat'. Their recollection and the articulate way they talk about past events, demonstrates their excellent knowledge and understanding. They effectively use communication to clarify their thoughts and are able to make links in their learning.

Children enjoy a broad range of challenging opportunities to develop their physical skills and the outdoor play area is exceptionally well resourced and organised to support this area of development. For example, children develop their large muscle control as they use the rocking horse, jump on the trampoline and climb up steps to the slide. They ride wheeled toys to develop their coordination skills and negotiate space as they avoid obstacles when they run around the garden. Children strengthen their small muscles and demonstrate their control as they competently use knives to cut up their fruit at snack time. They squeeze, pull, roll and stretch dough and throw small balls into a tin.

The childminder has excellent systems in place to support children with their transition to the next stage in their learning and school. She has very close links with teaching staff and other early years providers, in order to provide children with consistency and continuity of care and education. In addition, she reads children stories about starting school, takes them on visits, looks at school uniforms and discusses the kinds of activities they will participate in.

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

Children are exceptionally confident, happy and thoroughly enjoy the time they spend in the childminder's home. The childminder provides opportunities for children to make

choices in their activities but also, very importantly, provides a familiar routine which helps them feel safe and secure. This successfully supports children in the transition from home to the childminder's home.

Children are given every opportunity to develop their independence and self-care skills. For example, they competently manage their own personal care needs and try to put on their own aprons and shoes. The childminder gets to know children very well through the development of positive partnerships with parents, which enables her to form positive, caring relationships with the children. This enhances the settling-in process, enabling children to enjoy and benefit from the learning experiences available. The childminder is always nearby to offer support, comfort and encouragement. This results in children being confident to try new things and fully participate in the exciting activities the provision has to offer. She helps children to develop a strong sense of belonging and fosters their self-esteem as she praises them when they achieve a task. Children's artwork is attractively displayed on the walls, which results in every child feeling valued and respected. As a result, children's emotional well-being is extremely well supported.

Children learn about positive eating habits and discuss healthy foods that help their bodies grow. The childminder provides children with healthy snacks, such as fruit and raw vegetables and home-cooked nutritious meals, such as, macaroni cheese, chicken korma, samosas and noodles. Children talk confidently about their different favourite fruits and are aware that some people have allergies as they say 'strawberries make the childminder poorly'. Their understanding of eating healthily is further promoted as they plant and grow tomatoes, which they then pick and eat. The childminder has a thorough understanding of the importance of children having opportunities for physical exercise and fresh air and also that they need places where they can be quiet and rest. She provides cosy, comfortable, cushioned areas indoors where children can look at books and relax. This enables them to be refreshed and make the most of the experiences available to them.

Behaviour is managed very well and the childminder uses distraction techniques and clear and consistent boundaries to help children understand about appropriate behaviour. The childminder is calm and patient in her interactions and acts as a good role model. Any minor altercations are dealt with according to children's age and stage of development and their level of understanding. Children are also encouraged to think about ways to resolve any minor disagreements themselves. As a result, children's behaviour is consistently excellent.

The childminder places a strong emphasis on the safety of children and effectively supports them to develop their understanding of how to keep themselves safe. Children display high levels of confidence with day to day routines and understand the procedures in place to ensure they are kept safe. The childminder encourages children to manage their own risks by providing them with the opportunities and freedom to take controlled risks. For example, they are shown how to climb and use tools safely and are given opportunities to practise their skills.

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

Children's well-being is exceptionally well promoted. The childminder gives safeguarding very high priority and is fully aware of her roles and responsibilities to ensure children are protected from harm. Thorough and recently updated safeguarding policies and procedures are in place, shared with parents and underpin the excellent practice. The childminder is fully aware of her responsibilities to ensure that adults, who come into contact with children, are safe and suitable to do so. Security systems such as, locked doors and vigilant vetting of visitors, including signing in and out sheets, ensure that children are kept safe from unwanted intruders. Comprehensive risk assessments and daily checks are completed to the highest standard and include all areas and activities accessed by children. More detailed, updated risk assessments have been developed to ensure that children are kept safe when out on visits to the playgroups and local parks. As a result, children's safety is exceptionally well promoted.

The childminder has an exceptional knowledge of the educational programmes and consistent and highly accurate monitoring ensures that children experience a broad and balanced curriculum. Systems for monitoring educational programmes, individual planning and assessment are robust, so that children receive a rich and varied learning experience based on their individual needs. As a result, they make very good progress in relation to their starting points. The highly precise system for monitoring and assessment means that the childminder can implement early interventions to support children's learning. This includes the involvement of other agencies and professionals if necessary.

Self-evaluation is well documented and highlights the strong emphasis on maintaining high levels of achievement for all children. The childminder is totally dedicated to her work with the children and consistently strives to provide the best possible care. She has extremely high expectations and is fully committed to improving learning outcomes for all children. The childminder continuously reflects on her practice, adds to the resources and has detailed action plans in place, which are reviewed and updated throughout the year. Strengths and areas for development are clearly identified and targeted plans are in place to secure continuous improvement. Children and parents are involved in the self-evaluation process through questionnaires and discussions. Their views are actively listened and responded to and ideas and suggestions are implemented. For example, recent consultations with children resulted in a request for new board games, so the childminder took them shopping to choose the ones that they wanted. The childminder identifies her own professional development training needs and is highly committed to continue to update her knowledge and skills. She attends a childminding group where she shares good practice and gathers ideas and information about new initiatives from the Professional Association for Childcare and Early Years.

Children's needs are exceptionally well met through highly effective partnerships with parents. The childminder fully understands the importance of working in partnership with external agencies and services to ensure children receive the appropriate support they need. Highly complimentary parental feedback highlights that they are delighted with the service they receive and are incredibly happy with how well their children are progressing. They comment that their children are 'happy, well-settled and confident' and 'enjoy being with the childminder'. Parents are particularly impressed with how the childminder works

in partnership with schools to ensure children receive consistency and continuity of care and learning.

### **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>	EY432534
<b>Local authority</b>	Stockport
<b>Inspection number</b>	911579
<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>	4
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	09/03/2012
<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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