

<b>Inspection date</b>	04/07/2013
Previous inspection date	08/01/2009

<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		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 secure knowledge and understanding of safeguarding procedures and children are supervised well. As a result, children are protected and feel safe.
- Observations and assessments are thorough and clearly identify children's next steps. As a result, children make good progress.
- Relationships between the childminder and children are close and warm. As a result, children feel safe and emotionally secure which is conducive to effective learning.
- A wide range of challenging physical activities and equipment mean that children develop a keen interest in moving in different ways. Consequently, children develop effective physical skills and remain fit and healthy.
- Children are independent and demonstrate good self-help skills which are necessary for preparation for school.

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

- The childminder has not fully explored asking open-ended questions with children so they have a chance to expand what they want to say and reach conclusions unaided.
- There is scope to develop the learning environment to further support children's good literacy skills by enhancing displays so they are rich in print and children can learn about words.

## 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 playroom and outside.
- 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 small world activity.
- 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 views from parents from information provided by the childminder.

## Inspector

Emily Wheeldon

## Full Report

### Information about the setting

The childminder was registered in 2004 and lives with her partner and child aged nine years in a house in Failsworth, Oldham. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The whole of the ground floor of the house and one bedroom upstairs are used for childminding purposes. There is a secure garden available for outdoor play. The family have a pet dog.

There are currently five children on roll, four 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 everyday from 7.45am to 6.15pm 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:

- use open-ended questions more consistently to further enhance children's existing good speaking skills to enable children to expand on what they want to say
- enhance younger children's reading skills and knowledge about letter sounds by creating an environment which is rich in print where children can learn about words, such as using letters, names, signs and posters.

### Inspection judgements

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

Children clearly enjoy a wide variety of activities which are fun, stimulating and meet their interests. Observations are detailed, linked to areas of learning and identify children's next steps in their learning. As a result, these observations effectively inform planning and feed into a comprehensive assessment tracker sheet. Consequently, the childminder has a thorough knowledge of individual children's needs and interests and they are making good progress towards the early learning goals. Children receive a broad and balanced curriculum across the seven areas of learning and the learning experiences provided are age and stage appropriate.

Good quality teaching is firmly rooted in this setting. There is a strong focus on the

acquisition of communication and language skills and in children's physical, personal, social and emotional development. As a result, young children have strong foundations for learning and are well-equipped for life. Children are confident and are good communicators. They can express their needs; recall past experiences and matters that interest them fluently. The childminder immediately puts children at ease and shows a keen interest in what they do. She encourages children to talk about things that happened in their lives. For example, she says, 'What happened to your leg?' And children say, 'I had a plaster cast. It went up to here.' Children can express their needs well, for example, they let the childminder know if they want to play outside. The childminder adapts activities well so that children have ownership of their learning and play flows more easily. This is because the childminder has a secure understanding of how children learn and how plans sometimes change.

Physical activity is strongly encouraged at all times and children particularly enjoy a wide variety of challenging physical equipment outside. Good examples include scooters, bikes, moving toys to develop walking, footballs, tennis racquets and balls and the trampoline. Mathematical concepts are taught well through fun and challenging games. For instance, children enthusiastically kick a football in the garden and count the number of goals scored. The childminder supports children's counting up to 10 and tests them on their knowledge, such as 'one more than 3 is?' Children demonstrate effective skills in counting objects up to 10 and the childminder ensures that children count accurately. As a result, children learn to count accurately and at a steady pace so that mistakes are not made and rushed.

Information about children's interests is gathered effectively by having discussions with parents and through observations. As a result, activities interest and motivate children to learn. For example, children are interested in farms and enjoy playing with small world farm animals and successfully name each one. They confidently give corresponding noises to sheep and can name colours for different farm animals, buildings and vehicles. From time to time they are asked questions by the childminder, such as 'what colour is this one?' To assess children's knowledge about colours. The questions the childminder uses are also rather closed and contrived. For example, she says, 'what colour is this one?' or 'What do sheep say?' As a result, children give one word responses. They also do not have the opportunity to expand on what they might want to say, such as describing features of an animal.

Children are well-prepared for school life and the childminder has high expectations. Positive experiences include learning to write their own name, learning to form letters properly and hearing and saying initial sounds in words. Children demonstrate a strong knowledge of different letters and sounds. For example, they know that 'cat' begins with a 'c'. Wherever possible the childminder incorporates letter sounds in activities however, opportunities to display letters, labels and words in the environment are not fully explored. As a result, the environment is not rich in print and children do not have visual cues to support their early reading skills. Writing skills are strongly encouraged through the use of chalkboards, making marks with paint brushes and making marks on paper using a wide variety of materials. Children demonstrate good hand-eye coordination skills and know how to hold pencils appropriately. Parents are heavily involved in children's learning and are encouraged to take part in supporting children's reading skills. For example, the

childminder informs parents about particular letters they are learning that week and parents use letter flashcards at home. They further support children's pre-writing skills by helping them with forming letters properly. This means there is good continuity of care.

Creative activities are greatly enjoyed by children. For example, they love to get involved in collage-making, such as decorating heart shapes for Valentine's Day. Children eagerly dress-up in different characters and roles that reflect different members of the community. They excitedly talk about what an ambulance is used for and say, 'They take people to hospital who are sick.' Children develop a good knowledge and understanding about diversity and different cultures. For example, they enjoy learning about Chinese New Year and make lanterns, taste noodles and prawn crackers.

The childminder is experienced and passionate about meeting the individual needs of children. For example, good quality provision is in place to support children with special educational needs and/or disabilities and children with English as an additional language. The childminder supports children's communication skills well by speaking in short phrases and using gestures. The childminder sensitively shares information about children's progress with parents and listens to their views and implements adjustments accordingly. She has strong links with outside agencies which further promotes effective continuity of care.

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

Warm and close relationships between the childminder and children are a strength in this setting. Children feel valued and nurtured because the childminder is caring towards them and very attentive to their needs. Children demonstrate they are happy by smiling and wrapping their arms around the childminder for cuddles. Arrangements for settling new children in to the setting are effective as the childminder organises pre-visits to build up their confidence. She talks to parents to find out about children's interests and care routines. She successfully mirrors home routines in her setting and, as a result, there is good continuity of care.

Strong emphasis is put on developing children's self-esteem, confidence and independence. For example, children from a young age are encouraged to put on coats and fasten buttons by themselves. They are also keen to tidy toys away and practise writing their names. Consequently, children are well-prepared for school. Pre-school children learn to manage their own personal hygiene needs and are familiar with routines, such as washing hands. Hygiene procedures are robust and children have a secure knowledge about the importance of washing hands before mealtimes. High regard is given by the childminder to talk to the children about being clean. For example, when children point to water from a tap and say 'It's cold', the childminder says, 'It needs to be warm.' Children then talk about why warm water is better than cold for washing germs away. Nutritious and healthy snacks of fresh fruit and toast are provided for children to eat so they are fit and healthy. Parents provide lunch and tea so children's dietary needs are effectively met. Opportunities for children to run freely and move in different ways outside are provided on a daily basis. Such positive

experiences mean children receive plenty of fresh air and effective exercise.

Children are very well-behaved. They are very aware of their boundaries and are motivated to learn because activities are in line with their interests. Positive behaviour and achievements are frequently rewarded. For example, children enjoy selecting a coloured star from a wide variety of stickers. Keeping children safe is taken seriously and children demonstrate a secure understanding of staying safe. For instance, they know they must stay close to the childminder and wear a wrist strap when walking back from the school run.

Children are cared for in a bright and stimulating environment which enables them to access the outside area on a free-flow basis. This means that children can continue their play effectively, make choices and be independent in their learning. Good quality and wide-ranging resources are organised on a rotational basis to keep children's interests and children can access them easily.

Links with local schools and playgroups are well-established to ensure effective continuity of care. For example, the childminder takes children to local schools on the school run and knows the staff well. Messages are exchanged effectively and passed on to parents so communication is strong. Transitions to school for children with special educational needs and/or disabilities are organised in advance. This is so information about the child is shared effectively with teachers, parents and outside agencies, to meet the needs of the children.

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

Arrangements for safeguarding children are strong. The childminder has a secure knowledge and understanding of safeguarding policies and procedures. She clearly demonstrates the appropriate action to take in the event of any allegations or signs of child abuse. The inspection took place following a failure to notify Ofsted about changes to household members moving out of the property. In addition, concerns were raised around a police incident involving a former household member, however, there was never any risk to children's safety. The inspection found that procedures to ensure all household members are suitable to work or live on the premises were robust so children are safeguarded well. The childminder strictly adheres to meeting the welfare requirements of the Statutory Framework for the Early Years Foundation Stage. For example, she has a confidentiality policy which is discussed and shared with parents and household members and this is implemented well. Daily safety checks and comprehensive risk assessments are carried out on the premises and on outings so children are protected. Great care is taken to keep children safe and the childminder supervises children effectively throughout the day. She understands that she is the sole carer for minded children and is fully responsible for their care. Documentation, such as accident and medical records are securely in place and meet the welfare requirements in the Statutory Framework for the Early Years Foundation Stage.

The childminder has an accurate overview of children's needs because her observation and assessment systems are effective in informing her planning. Monitoring of the areas of learning is secure. Assessments successfully show all children making good progress and any identified gaps in learning are closing. The childminder regularly reflects and monitors her practice and through her self-evaluation has identified priorities for improvement. She has been uploading her planning, observation, assessments and managerial systems onto a secure computer program. This effectively minimises paperwork and parents can access children's records and view policies and procedures online at any time. She seeks the views of parents, carers and the children through daily conversations. She has met her previous recommendations from her last inspection. For example, she has comprehensive risk assessments in place for outings so risks to children are minimised and children are safe.

Partnerships with parents are strong. They are kept informed about their child's development in a variety of effective ways, such as through daily discussions and through assessment records. The childminder has a thorough understanding of working closely with parents of children with special educational needs and/or disabilities. For example, she supports parents by giving advice about key people to speak to, such as health visitors and speech therapists. Effective procedures and early identification of special educational needs and/or disabilities ensure children have their needs well-met. Transition review meetings and relevant paperwork relating to children's progress is shared effectively with parents, schools and outside agencies. This means that all children receive good continuity of care.

### **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>	EY298577
<b>Local authority</b>	Oldham
<b>Inspection number</b>	922313
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/01/2009
<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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