

Inspection date

05/07/2013

Previous inspection date

18/04/2013

The quality and standards of the early years provision

This inspection:

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

- Children are happy and have formed secure attachments with the childminder, as she fosters caring relationships well. Consequently, children are settled and have a sense of belonging, which supports their confidence.
- The childminder has a secure knowledge of how children learn and plans activities that are purposeful and developmentally appropriate across all areas of learning. The stimulating inside and outdoor environments are inviting for children to make independent choices that supports their learning.
- The childminder ensures that children are safe within her home and on outings, through use of effective risk assessments and a secure knowledge of safeguarding children.
- The childminder demonstrates a strong commitment to her own professional development. Reflective self-evaluation and effective action plans support her drive to continuously improve the service she provides.

It is not yet outstanding because

- There is scope to further engage parents in children's learning and development, to enhance and complement their learning.
- Young children's concentration and listening skills are not fully promoted as background music distracts the children.

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 children's activities in the conservatory, play room and the garden.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector looked at documentation, including, observations, assessments, children's records and a selection of policies and procedures.
- The inspector took account of the views of parents from written statements.

Inspector

Kate Smith

Full Report

Information about the setting

The childminder was registered in 2011 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, 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 are used for sleeping purposes on the first floor. There is an enclosed garden for outdoor 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:

- Increase 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.
- Encourage young children to concentrate and to listen carefully to the pronunciation of new words, by keeping background noise to a minimum; for example, ensuring that music is played briefly for a particular purpose.

Inspection judgements

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

The childminder has a good knowledge of how children learn through play. She plans activities that are built around children's interests. Consequently, children are motivated and engaged in stimulating learning opportunities. Children's progress is accurately tracked to ensure children are making good progress in relation to their starting points. Development records contain photographs of children's play, written observations and assessments that clearly identify children's next steps in their learning.

The childminder is skilled at supporting children in their play. For example, she observes that a young child is concentrating, trying to pour shaving foam from one container into another. He continues this pouring back and forth, delighting in the experience. The childminder extends this pattern of play, by providing resources for the child to pour with. For example, during the water play activity in the garden. This demonstrates that her planning is flexible and built around children's interests. As a result, children become independent learners and gain confidence to try new things.

The childminder promotes children's communication skills well. For example, she gives a short commentary of events, modelling new words, such as 'pour', so children understand what is happening. However, she is careful not to dominate activities. The childminder supports children's critical thinking skills by giving children time to explore, investigate and persevere, which was a recommendation at her last inspection. Children's ability to concentrate fully on new experiences and to hear new words and sounds clearly, is not challenged to its maximum potential, as music plays in the background, which detracts children from listening sometimes. The childminder responds well to children's body language. For example, she asks a young child, who has emergent communication skills, and is losing interest in playing, 'have you had enough now, should we go and get a snack?' This helps children to feel valued and develop an understanding of the daily routine.

Children choose props from the 'singing bag' and sing familiar rhymes and move their bodies during action songs. This supports their physical development. Young children's creativity is enhanced as they play on the piano and select musical instruments to bang and shake. The childminder supports children's independent choices by enhancing their chosen play. For example, she encourages them to 'have a go' at dipping the wand into the bubble mixture and blow their own bubbles. She patiently shows young children how to shape their mouth to blow the bubbles and models popping the bubbles, using appropriate mathematical language of 'big' and 'small'. This increases children's awareness of mathematical language and concepts and they delight in the activity. The childminder has caring relationships with the children and they feel valued and are secure in their relationship with the childminder. She supports children's self-confidence whilst setting challenging learning experiences. Consequently, children are acquiring the skills and attitudes they require to be ready for the next stage of their learning and eventually the move to school.

The childminder takes children to toddler group sessions, which enables them to mix with other children, enhancing opportunities for them to learn to share and take turns. Additional learning experiences in the local community, such as feeding the ducks, enhances children's understanding of the world. The childminder uses soft play facilities and local parks to promote children's physical development. Children benefit from visits to the local libraries for story and rhyme time, to further support their engagement with literacy.

The childminder documents, in a daily diary, children's care routines and a brief explanation of activities they have taken part in. She regularly sends photographs and text messages to parents of their children at play during the day and parents have access to

their children's learning records. The childminder gathers information from parents during initial transition visits regarding individual care. Similarly parents are engaged in children's initial base line assessment to assess their starting points for learning. However, there is scope to further develop effective methods for parents to continue to contribute to their children's learning and development, to aid continuity and complimentary learning opportunities. Parents comment that they are delighted with the service the childminder offers.

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

Effective transition arrangements into the childminder's care support children well. They feel safe as they form strong attachments with the childminder. Information gathered from parents about children's individual needs is used well to provide continuity of care. A gradual admission process enables parents to come with their children for short periods, until they feel secure to manage the separation. Children are happy and settle with the childminder as she is calm, caring and respects children's home routines. Parents comment that 'they are happy and that their child is kept safe'. The childminder is sensitive to children's needs. For example, a young child is tired and upset at being put into a cot to sleep. The childminder responds by lifting him out and cuddling him close. She talks to him gently and holds his hand as he falls asleep. This demonstrates that children are relaxed with the childminder and that they have formed warm relationships with her.

The childminder has a consistent and appropriate approach to behaviour management. She acts as a positive role model to the children. For example, using an appropriate tone of voice to talk to children about their behaviour and providing children with simple explanations. The childminder gives children regular praise and uses reward charts well, for example, taking children, who have an interest in animals to the local farm when they have collected a certain number of stars for positive behaviour. She uses distraction techniques appropriately, to diffuse frustration in younger children and explains to older children the consequences of their actions. The childminder gives children time to think about their own feelings and those of other people. For example, she asks 'how would you feel if you didn't get to have a turn?'. This discussion and effective use of questioning, supports children to work together co-operatively.

Stimulating inside and outdoor environments are safe and inviting. High quality resources are stored at low-level, which enables children to make choices about their play, built around their own interests. Children's self-help skills are developing well, as the childminder encourages them to be independent where possible. Young toddlers are encouraged to feed themselves with a spoon at meal times and take off their shoes after coming in from the garden. Children are learning good social skills and personal confidence, in readiness for their transition to nursery and school.

Children learn about the importance of good hygiene as they are encouraged to wash their hands when appropriate. Individual towels hang on hooks on the bathroom door for children to access to dry their hands, each appropriately labelled with a child's name. This

is an example of how the childminder implements good hygiene practices to help minimise the risks of infection. The childminder has an up-to-date paediatric first aid certificate, enabling her to take appropriate action, should it be needed, to promote children's well-being and health.

The childminder supports families' individual home routines, which helps children feel secure. For example, she offers a daily vegetarian menu. She adapts her food provision to support individual children's needs; ensuring meals are nutritious and balanced. Snacks of fresh fruit help children to make positive choices about what they eat from an early age. The childminder ensures children play outdoors daily, either in the garden or at the local park to exercise in the fresh air.

Children are kept safe through good supervision. The childminder reinforces safety through everyday conversations, such as when strapping children into booster seats at the kitchen table. Children learn about road safety as they walk in the local community and listen to stories about crossing the road carefully. Regular monthly fire drill practises enable children to become familiar with how to behave in the event of an emergency.

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

The childminder uses the knowledge gained during her training, to provide good quality learning experiences for children. She has a sound knowledge of the learning and development requirements of the Early Years Foundation Stage. Regular observations of children's learning are assessed and used to plan appropriate next steps for development, which are recorded in individual learning files. The childminder accurately assesses and tracks children's progress well. This enables any gaps in learning to be identified and closed by planning effectively. Assessment checks for two year old children are used effectively to highlight any potential need for early intervention to further support children's development. The childminder shares information with parents through verbal discussion and in a daily diary that details care needs and a description of the activities children have taken part in.

The childminder is aware of the benefits of working in partnership with other agencies to secure appropriate interventions, to ensure all children receive support they need. The childminder understands the importance of partnership working with other early years providers to ensure consistency of care and learning when children begin to attend other settings. She takes her own child to school with children in her care, which helps children to learn about future routines.

Thorough self-evaluation enables the childminder to evaluate her practice to a high degree, giving her a good understanding of her strengths and areas of her provision she would like to develop. Reflecting well on her own practice, effective action plans and further training enable the childminder to strengthen her childcare knowledge and

continuously improve the service she provides. The childminder has developed good relationships and links with the local childminding network and she shares ideas to further drive forward improvements, to benefit children in her care. She also welcomes support and advice from the local authority quality improvement officer, to enhance her provision.

The childminder has a secure knowledge of the safeguarding and welfare requirements and children's safety is well promoted. Parents read and sign copies of policies and procedures, which are well embedded into practice. The childminder uses risk assessments effectively and appropriate equipment, to ensure the environment is safe for the children to investigate in their play. For example, stair gates, finger guards on doors and kitchen drawer locks minimize hazards and enable children to explore their surroundings safely. The childminder demonstrates a good understanding of safeguarding procedures and is clear about the procedures to follow in the event of a concern.

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

Unique reference number	EY435850
Local authority	Bolton
Inspection number	924146
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	18/04/2013
Telephone number	

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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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