

Inspection date	15/08/2013
Previous inspection date	07/02/2011

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

- The childminder has a good understanding of how young children learn and provides a wide range of opportunities to promote children's learning through play, discussions and attendance at community group activities.
- Children are happy, motivated and interested in their play. They show good levels of independence, curiosity and demonstrate positive behaviour and a strong sense of understanding about the needs of others.
- Warm, caring relationships have been established which ensures that children feel happy, settled and secure in their environment.
- The childminder demonstrates a strong commitment to improvement by keeping up-to-date with training to develop her knowledge and skills.

It is not yet outstanding because

- The childminder has not fully considered ways in which she can observe and assess the progress of children who attend other early years settings. This limits the childminder's ability to plan effectively and complement the next steps in children's learning and development.
- There is scope to develop and extend the range of resources and equipment in the outdoors to improve the quality of children's play and learning experiences.

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 activities children took part in.
- The inspector spoke to the childminder at appropriate times during the inspection.
The inspector viewed a range of documentation including risk assessments,
- safeguarding and complaints policies and procedures and children's learning journals.
- The inspector took into account the views of parents spoken to on the day and their written comments.

Inspector
Susan Heap

Full Report

Information about the setting

The childminder was registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged 19 and 13 years in a house in Radcliffe, Bury. The main living area, conservatory, kitchen and dining area and bathroom on the first floor and the rear garden are used for childminding.

The childminder attends a toddler group each morning. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently six children on roll, three of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- develop a highly stimulating environment in the outdoors, with child-accessible resources that promote learning and challenge to children
- develop the educational programme by providing challenging and enjoyable experiences, implemented through planned, purposeful play that complements children's learning in other settings and contributes to their next steps in development.

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 the seven areas of learning and provides a broad range of interesting and developmentally appropriate activities. These help children to make good progress given their starting points and capabilities. She has a secure knowledge and understanding of child development and how children learn and this is reflected in the organisation of the home. Toys and resources offer challenge and interest, are of good quality, age appropriate and accessible to children. This enables the youngest children to independently explore and help themselves to equipment. For example, they feel the texture of different fabrics and show curiosity in how things work as they use push button toys.

Children display a sense of curiosity and enjoyment in what they are doing. The childminder plays an interactive role in children's learning, development and play. She allows children time to explore and intervenes to offer assistance. This enables children to become inquisitive and active learners. She repeats words and the names of objects for the youngest children, which help to develop their emerging language. The childminder considers children's interests and needs when planning activities based on her knowledge and understanding of children's prior skills. For example, she builds on children's ability in using tools and equipment, such as stencils, by providing other materials and media for them to develop these skills further. She observes the children, listens to them and asks relevant questions during their play in order to improve their learning.

Children's communication and language development is fostered through regular conversations during their play and care routines. The childminder shows interest and listens carefully to children. For example, children use finger puppets to act out a story they have invented. On another occasion, the childminder and children discuss feelings as they share a book about bereavement. Older children in the early years age range receive lots of praise for recognising numbers, such as 11 and 19. These are in both numeric and written format on bean bags and help them to consolidate their developing literacy and mathematical skills. The childminder places emphasis on the key skills, which help children to prepare for their transition to other settings, such as, developing their social and physical skills as well as their language. Visits to pre-schools and school to meet the teachers and discussions about the forthcoming changes, enable children to explore and put their feelings into words.

The childminder gathers very detailed information from parents to establish children's individual likes, dislikes and interests on entry. Their progress is regularly tracked and parents are regularly updated about their children's progress through daily conversations and children's individual learning diaries. The childminder also uses an electronic system of recording her observations and their daily activities. Parents can access this remotely at any time and add their own comments and observations. Their progress is monitored and tracked to ensure that all children receive enjoyable play and learning experiences, which offer them challenge and interest. However, this is not as well-established for those children who receive their early years learning in other settings, such as school. Younger children's records show they are making good progress across all areas of learning. They are supported very well through individual planned activities. The childminder has successfully implemented the progress check at age two and discussed and shared this with parents. This effectively records how the younger children make good progress in their communication and language skills, physical and personal social and emotional development.

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

Detailed information is gathered from parents from the start, which ensures the childminder has a strong knowledge of children's individual care and welfare needs, likes and interests. She spends time, during the settling in period with parents and children, to observe children in order to plan for their individual needs and to get to know their interests. This also forms the basis of firm and trusting relationships. They benefit greatly

from the warm interaction between the childminder and themselves, as well as with older children.

Each morning the children attend different toddler groups and the childminder group, which enable them to socialise and access different learning opportunities. Children demonstrate a good understanding of how to keep themselves safe. They clearly describe the different routes they take out of the house if there is a fire and know that they may burn themselves if they go near the cooker.

Children have frequent opportunities to enjoy fresh air and exercise, both indoors and outdoors. They are able to access a variety of physical play equipment at the toddler groups. Therefore children develop their physical skills and their well-being is supported. However, the childminder has identified the outdoor area as a key area for future development in order to offer more challenge and interest to children.

Daily routines are well established, which ensure that children feel safe and secure and know what is going to happen next. All children benefit from the childminder's strong commitment to healthy eating and partnership with parents, by establishing good eating habits and sleep routines. This ensures a consistent approach to children's health, care and well-being. The childminder has a well-developed knowledge of each child's individual preferences regarding the food they like. This enables her to offer children choices at meal times. This helps to promote discussion and to develop their understanding of healthy eating. Children behave well and show a good knowledge and understanding of their needs and the needs of others. As a result, older children show a very warm and caring attitude to the younger children.

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

Children are safeguarded by the childminder who has a good understanding of the safeguarding procedures and keeps up-to-date with her knowledge through attending training. This includes both safeguarding training and maintaining a current first aid certificate. She has a good understanding of the procedures for reporting any child protection concerns. She has an appropriate understanding of the support networks available, such as referring children who may need additional support to other professional services. All members of the household over 16 years of age have completed appropriate vetting checks. She occasionally works with an assistant and both her registered assistants have current first aid certificates. She places emphasis on ensuring that children are safe through the completion of thorough risk assessments. These ensure that children are cared for in a good quality, safe environment and while on outings or visits to local groups.

The childminder demonstrates a strong level of commitment to ongoing training to develop her professional skills. As a result, she has a secure understanding of her responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. Through reflecting on her practice and self-evaluation, she has improved her recording of children's progress, which is linked to appropriate development

guidance documents. She has recently gained an early years qualification at level 3. Her plans for the future are realistic and challenging. She shares best practice and resources with other local childminders, which means that the children benefit from her growing knowledge and skills.

Partnership with parents and external agencies are effective in helping identify and support children's individual needs. The childminder keeps parents up-to-date on their children's progress and interests verbally on a daily basis and through the learning diaries, both in hard and electronic format. These give a written record of children's progress over time and include photographs and examples of their work. She seeks parents' views of the service she provides informally through their daily conversations to drive improvement. Parents comment positively about the childminder, and how they feel confident that their children are safe, well cared for and developing well.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	501962
Local authority	Bury
Inspection number	902415
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	07/02/2011
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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