

<b>Inspection date</b>	17/09/2013
Previous inspection date	17/09/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
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### **The quality and standards of the early years provision**

#### **This provision is satisfactory**

- Children are happy and settled, their safety is assured through close supervision and their general well-being is effectively promoted by the childminder who provides a loving environment where children feel secure.
- The childminder builds sound relationships with parents. She establishes a regular exchange of information to find out about children's home routines to help settle children quickly in her care.
- Children make steady progress in their learning and development because the childminder broadly plans activities based on observations of children's skills, abilities and interests.

#### **It is not yet good because**

- Links with other providers of the Early Years Foundation Stage to share information about children's individual learning and development have not been sufficiently established. This does not fully support continuity of learning for children who attend more than one setting.
- Opportunities for children to develop early writing skills are not fully utilised by the childminder.
- Self-evaluation lacks rigour and is not robust enough to fully monitor the quality of practice or effectively identify areas for development in order to improve learning opportunities for 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 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 interactions and activities in the main play area.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's learning journeys and a small selection of written records and policies.
- The inspector took account of the views of parents through questionnaires and spoke with a parent during the course of the inspection.

## Inspector

Vickie Halliwell

## Full Report

### Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged 13 years in a house in Bury. The ground floor and the first floor family bathroom are used for childminding. The family has a large dog and guinea pigs as pets.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and 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 including weekends.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the arrangements for sharing information and partnership working with other providers that children attend are fully in place, in order to further support children's learning and development.

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

- enhance the educational programme for literacy by providing opportunities for children make marks for a purpose and experiment with writing, for example, during role play
- extend self-evaluation through careful monitoring and analysis of the quality of the care and learning and development on offer, and identify targets for improvement that will raise children's achievements over time.

## Inspection judgements

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

The childminder has a satisfactory understanding of the seven areas of learning and instinctively supports children's learning as they play. As a result, children make satisfactory rather than good progress. The childminder provides an appropriate range of interesting activities and experiences. Consequently, children make steady progress in all

areas of learning and are acquiring the skills, attitudes and dispositions they need to be ready for school. Children confidently access resources that are in easy reach, for example, they eagerly paint a picture at the paint easel within minutes of their arrival. Older children are aware of the range of play materials available and the childminder responds positively to children's requests for additional toys. The childminder intuitively supports and develops children's imaginative play, spontaneously introducing mathematical concepts by encouraging children to match shoes in pairs and compare shapes and sizes.

Children's time in the childminder's home is complemented by regular outings to places of interest and groups that support and enhance children's learning. For example, providing opportunities for children to develop their confidence in social groups, listen to stories, sing rhymes and access physically challenging soft play equipment. Children also enjoy regular trips to local stables to visit the horses and under the childminder's supervision spend time with the family's pets. This help children learn about the natural world and how to care for living things. Children language and communication is well supported by the childminder who uses role play to model communication and encourages children to use speech to give meaning to their play. They spontaneously select their own books and are learning that print carries meaning; they enjoy looking at pictures before asking the childminder to read the story. Children have regular opportunities to paint and draw, however, children are not always encouraged to experiment with writing, for example, by making their own notes and lists during role play.

The childminder completes regular observations and has a broad overview of children's capabilities in all areas of learning. Parents are routinely informed about their child's achievements and are encouraged to share details of their child's interests and learning at home. However, partnerships with other settings that children attend who also deliver the Early Years Foundation Stage are not fully developed, consequently, the childminder is not able to fully ensure consistency in children's learning and development.

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

Children benefit from very secure attachments with the childminder. This provides a strong foundation for their general well-being and developing independence. The loving and caring environment ensures all children feel valued and secure. Babies smile happily when the childminder returns from the kitchen and snuggle in closely when the childminder picks them up. Care needs and routines are fully discussed and agreed with parents prior to admission. As a result, children settle quickly and benefit from consistent care that meets their individual needs. The childminder is a positive role model who encourages children to build relationships and develop a positive and caring attitude towards others. Pre-school children who call to visit the childminder are reluctant to leave and demonstrate a strong sense of belonging as they quickly make themselves 'at home' and ask if they can stay and play. Children's personal, social and emotional development is particularly well fostered. This promotes children's confidence and their enthusiasm for learning, which helps ensure children are well prepared for their transition into nursery or school.

Children's good health is promoted because the childminder provides range of healthy and nutritious meals. Older children enjoy making their own sandwiches and are learning to use small tools, such as a butter knife, with increasing skill. Children enjoy daily walks and outings in the fresh air and daylight and have regular opportunities to be physical active at local parks and play areas, which contributes to a healthy lifestyle. The childminder organises her home effectively to ensure children have space to move and play freely. Young babies enjoy reaching for coloured balls giggling excitedly as they grasp them. The childminder effectively supports babies' physical development, encouraging them to roll and then crawl after balls and providing play materials which encourage older babies to pull themselves into a standing position. Satisfactory standards of cleanliness are maintained in the main play area and play materials are regularly checked to ensure they are safe and suitable for use. Children are becoming increasingly aware of their own and the safety of younger children because the childminder highlights the importance of making sure small pieces are kept out of the reach of babies.

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

Since her last inspection the childminder has taken action and established appropriate systems to ensure the safeguarding and welfare requirements are met. To this end, the childminder has obtained a current paediatric first aid certificate, improved the procedure for assessing risks and increased supervision to minimise identified risks, improved the quality of information exchanged with parents and maintained a written record of complaints and their outcome. To ensure the learning and development requirements are adequately met the childminder has improved the quality of teaching and learning by routinely observing children, assessing their progress and building on what children know and can do to help them make satisfactory progress towards the early learning goals.

Children are effectively safeguarded, since her last inspection the childminder has completed training. As a result, she demonstrates a clear knowledge and understanding of child protection issues and is able to implement appropriate procedures to protect children from possible harm. Systems to monitor the effectiveness of the provision, including the educational programmes and planning and assessment are emerging.

Partnerships with parents are good and contribute to the care and well-being of the children. Mutually respectful relationships are evident and parents comment very positively on the quality of care their children receive, the range of activities provided and the loving family atmosphere. Partnerships with other providers delivering the Early Years Foundation Stage are emerging but are not fully developed. This has an impact on the childminder's ability to ensure continuity of learning for children who attend more than one setting. The childminder is aware of the importance of working with other agencies to ensure identified children get the support they need.

### **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>	EY274446
<b>Local authority</b>	Bury
<b>Inspection number</b>	888394
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17/09/2012
<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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