

Inspection date	03/10/2013
Previous inspection date	01/07/2011

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

- Children thrive due to the warm, nurturing relationships developed with the childminder. They are happy, feel safe and have fun. Consequently, they arrive eager to play and join their friends, they are self-confident, care for each other and develop the behaviours associated with good learners.
- Children become active, independent learners because they are motivated to explore and learn in the stimulating, well-resourced and accessible environment and because they are very well supported to persist with tasks and to achieve for themselves.
- The childminder works effectively with parents. She uses information provided by them, in addition to her own observations and detailed assessments, to plan and shape opportunities to meet the unique needs of every child. This ensures all children make good progress in their learning and development from their starting points.

It is not yet outstanding because

- The childminder has not established a broad programme of professional development targeted at developing expert practice and enhancing the provision even further.
- Partnerships with other providers of children's care and learning are not securely established to make the best possible use of the information already known about children's development to provide continuity in their learning journey.

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 care and learning routines in the lounge, playroom and kitchen.
- The inspector reviewed children's records relating to the Early Years Foundation Stage, including children's development records and observations. Other relevant documentation, required records and policies were sampled.
- The inspector discussed the childminder's evaluation of her provision, viewed training records and discussed further plans for improvement.
- Parents' comments were taken into account on the day of the inspection using the childminder's service questionnaires.

Inspector

Angela Rowley

Full Report

Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Chadderton, Oldham. The whole of the ground floor, the bathroom on the first floor and the rear garden are used for childminding.

The childminder attends occasional activities at the local children's centre. She takes children and collects them 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. The childminder also takes care of her grandchildren. She operates each weekday, all year round, except bank holidays and family holidays. The childminder holds an early years qualification at level 3.

What the setting needs to do to improve further

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

- establish a continuing programme of professional development and consider broader training and development needs to support the delivery of expert practice in the setting

- establish stronger working relationships with other providers and share the useful information gathered about children's achievements to promote consistency in their continued learning journey.

Inspection judgements

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

The childminder uses her qualification and experience of working in early years settings to its best effect to support children to make good progress in their learning and development. She clearly identifies and plans for their individual needs and the next steps in their learning. Assessments are completed using information from parents obtained during a gradual admission process and using 'all about me' type questionnaires. The assessments are used to provide a full and progressive picture of children's development, which is tracked using ongoing observations of children's achievements, both at home and within the setting. Consequently, the childminder understands the needs of each child in her care. She knows about their current interests and what motivates them, and what their priorities for learning are.

The childminder values and supports children well, recognising that children learn through play. She uses her rich and stimulating environment to good effect. For example, at an early stage, children are able to think and follow through their own ideas because they help themselves to a broad range of toys and equipment that are continuously available in the lounge and in the conservatory. They follow through their own ideas which extend their creative thinking, younger children learn from the lead taken by their more able friends. For example, children use a bunch of keys to motivate their pretend play. They turn a toddler chair into a car seat, carefully remembering to strap themselves in using the safety restraint and pretend to set off on their journey.

Interactions are strong and support learning well. The childminders skilful questioning and use of commentary to support children's thinking very effectively extends the possibilities for independent learning. As a result, children persist with tasks for extended periods, quietly determined to achieve by themselves. For example, the childminder supports a child's interest in using the keys to open a document box. There are several keys to try and carefully each one is attempted. Comments, such as 'I wonder if you have got the right one if it's too big?', support children to think through problem solving, and skilful intervention at just the right time, for example, 'Try pushing it a bit harder', helps children to persist and to achieve.

Children's communication and language is effectively fostered through the childminders tuneful modelling of language and labelling of words in everyday situations. She asks questions effectively and, as a result children listen, therefore, developing the necessary foundations for the development of speaking and understanding. Their confidence in speaking is significantly enhanced by their strong relationships with the childminder, their sense of security and self-confidence in the setting. The childminder uses children's interests to create further opportunities for learning through play. For example, when she hears a child singing 'Old McDonald' in the bathroom, she continues the song when they come back downstairs, using the toy farm and animals to extend the singing activity in a meaningful and relevant way.

To enhance children's learning further the childminder plans a wide range of weekly activities. Story times are a planned and established part of daily routines and organised carefully to take into account each child's interests and abilities. For example, while reading short, motivating stories to meet the needs of toddlers the childminder also ensures that on some days she tries longer stories to extend the listening and attention skills of older and more able children. She plans activities carefully, listening to what children want and using their interests as a motivator. For example, children recently showed interest in 'pirate' play. Relevant dressing up costumes were provided, children made telescopes using cardboard tubes and they used narrow decked areas in the garden to pretend to 'walk the plank'. As a result, children enjoy their learning here.

A range of communication methods keep parents well-informed of children's activities and their progress during their time with the childminder, including daily diaries, verbal exchanges and sharing learning records. The childminder values parents views and uses the monthly 'all about me' information they provide her with to inform her assessments and plans for their future learning. The childminder's monthly summative assessments

show that children achieve well and have sustained this over their time in the setting. The progress check at age two is shared with parents and organised to contribute to the healthy child review.

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

The childminder establishes strong relationships with the children, who demonstrate a secure attachment to her. She finds out as much as she can from parents about children's likes, dislikes and routines, using a 'all about me' questionnaire and settling-in visits right at the start, and she takes care to use the information provided. This ensures that children's cultural, personal and emotional needs are known and planned for and routines are familiar. This enables children to feel very secure and, as a result, they settle very well and they operate confidently in her home. They enter with enthusiasm and are keen to go off and play with their friends. The warm and friendly relationships mean that children enjoy the childminder's attention and involvement in their play. They snuggle up closely to her as she reads a story. This shared interest extends the possibilities for further learning.

The childminder encourages children to be independent and to hygienically manage their own personal needs. Children help themselves to their drink bottle when they are thirsty and show care for their friends when they also give them theirs. They are developing good self-help skills as they feed themselves confidently using cutlery to eat their lunch. More able children use the bathroom freely, carefully supervised from a suitable distance, effectively supporting their independence. Children only just in their pre-school year are already competent in self-care. In addition to being fully toilet trained and understanding bathroom hygiene procedures, children undress and dress themselves ready for their afternoon at nursery. These aspects of self-care are important for securing their readiness for school when the time comes.

The childminder suitably risk assesses her home. A range of safety measures are taken to reduce potential hazards, for example, safety gates are used, blind cords are secured and low level glass is checked as safe. As a result, children move freely and safely through the ground floor. Children behave very well because the childminder promotes consistent routines and sensitively delivers clear messages about what is expected of them, for example, sharing. She positively promotes children's self-esteem and effectively reinforces wanted behaviours through praise and reward. Children are so confident with the routines that they spontaneously get themselves a cushion to sit on ready for story time, and they join in putting toys away when they all sing the 'tidy-up' song together.

Daily outdoor play in the garden in addition to daily walks to and from school, ensure children receive plentiful fresh air and exercise. The well planned garden enables children to explore and investigate in a variety of different and interesting ways. They manoeuvre ornamental balls spheres along spiralled posts, care for vegetables grown in raised beds and use swings hung from the pergola. Regular trips to school and local parks also help children develop social confidence. Children starting school and nursery benefit from having taken and collected their older friends over previous years. As a result, they are already familiar with the routines, the environment and the staff when their times comes for their transitions to nursery or school and they settle quickly.

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

The childminder understands her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Her provision is well organised. She keeps all the required records along with others which help to keep children safe, protected and supported. The childminder regularly reviews her risk assessment and follows a useful checklist to help her to visually check that the home is suitable and safe for children. She is fully aware of her responsibility to protect children and of potential indicators of abuse or neglect. She has a clearly documented policy, has updated her associated training and is clear about the local procedures for referrals. She adopts a responsible approach to informing Ofsted of significant events and to ensuring everyone in contact with children is suitable.

The childminder has a secure understanding of the learning and development requirements of the Early Years Foundation Stage and uses it effectively to help children learn through play. As a result, children make good progress towards the early learning goals. Her welcoming, stimulating play environment, along with detailed processes for observation, assessment and planning, support this. She is clearly aware of the benefits of working with others to support children's continuity of care and learning. She uses information from parents to support her provision for children's progress. Parents are provided with a good range of information about the way that the childminder works. She provides informative policies and displays information. The views of parents are sought and these demonstrate their high levels of satisfaction with the service they and their children receive. They comment specifically that they are 'amazed' by the childminder's systems for assessing children's progress. Their responses support the effectiveness of the provision for children's learning and their welfare as well as the strong partnerships with parents. The childminder uses her assessments and partnerships with parents effectively to contribute to the health review at two years. Partnerships with receiving practitioners at nursery or school however, are less well established. The childminder does not routinely use her wealth of information about children's progress to support receiving practitioners in continuing a child's learning journey.

The childminder is keen to use her qualifications, training and experience in early years practice to its best effect and she has continued to maintain her priority training, such as, in safeguarding children and in first aid. She keeps her knowledge suitably up-to-date through links with other settings, although she has not established a continuing programme of professional development to develop expert practice and drive improvements further. Through self-evaluation and because she knows what good practice looks like, she is able to identify relevant areas for development. She has transformed her home to become a welcoming and stimulating learning environment for children. Since the last inspection she has redesigned her conservatory to become an interesting and accessible learning environment. She has also developed her garden and specifically designed areas which promote children's exploration. This demonstrates the childminder's clear capacity to continually reflect on and improve her provision.

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

Unique reference number	EY416013
Local authority	Oldham
Inspection number	933967
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	01/07/2011
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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