

<b>Inspection date</b>	18/10/2013
Previous inspection date	19/03/2009

<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**

- Children are kept very safe as the childminder has a secure understanding of the safeguarding and welfare requirements. This ensures their well-being is effectively promoted.
- Children have a warm, happy and secure relationship with the childminder and this helps them to feel settled and secure.
- Children are curious and motivated to learn because the childminder provides good levels of challenge to the children because she uses her observations of children's learning to identify and plan for the next steps in their learning. As a result, children make good progress in their learning and development.
- Parents are kept very well informed through the use of daily verbal exchange and weekly emails with photographs of what their children have been doing throughout the week.

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

- Some aspects of partnership working are not fully robust as the childminder has not consistently developed effective communication links with all the different settings that minded children attend.

## 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 carried out a tour of the premises.
- The inspector spoke to the childminder when suitable to do so.
- The inspector observed the children in the playroom.
- The inspector spoke to the children.
- The inspector examined documentation which included the childminder's planning, assessment and monitoring records, and some daily records.

## Inspector

Elaine Canale

## 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 son aged 15 years in a house in Horwich in Bolton. The ground floor and first floor bathroom are used for childminding purposes and the rear yard. The family has two cats and one dog as pets.

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

There are currently seven children on roll, of whom four are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am 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:

- strengthen partnership working by ensuring there are robust communication links with all the settings minded children attend, so that children fully benefit from a shared understanding and common approach to supporting their progress.

## Inspection judgements

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

The childminder has a good understanding of how children learn. She provides a varied range of activities to promote their development in all areas of learning and as a result, children make good progress. The quality of teaching is good because the childminder knows the children very well and spends her time playing and interacting with them. Children's communication and language skills are very well supported by the childminder as she introduces new words to the children, such as names of animals when they visit the farm.

The childminder finds out information from parents when their child starts in order to find out they like and can do. Following a settling-in period she uses information gained through her observations of the children to create a summary that covers the prime areas of learning to act as a starting point. Children's development is carefully recorded in learning journeys, which includes samples of work, photographs and regular observations.

Children thoroughly enjoy exploring their environment and they make choices about their play and learning. The childminder ensures she sets out a variety of toys, which she knows will capture children's interest. For example, stickers, paper and a variety of mark marking resources are available, which help to develop their early writing skills. The childminder knows the children well and provides a wide range of appropriate resources to encourage their interest. Children are becoming aware of their environment as the childminder plans interesting and exciting outings. For example, they visit local parks, the pet shop and a community resource, where children can explore their interest in the natural world as they plant and care for flowers and play in the mud kitchen.

Children receive meaningful praise as they play. The childminder uses children's interest to promote and develop their early mathematical skills. For example, she encourages them to count the blocks as they happily build. She introduces the concepts of 'in' and 'out' as the child points to the cat sat outside on the window sill. As a result, children's understanding and learning is well supported as they play. Children's physical development is promoted when they go to the park as there are opportunities to practise their climbing skills on the equipment.

Children explore media and materials and enjoy using play dough and mark making. As a result, they develop their imagination and exploratory skills. They express their own ideas in their artwork, using a variety of materials and their end product is respected by the childminder. Children are proud of their artwork on display and this contributes to their self-confidence. They explore familiar resources reflecting everyday life and use a drill, spanner and screw driver as they pretend to put a hole in the wall. Children learn about shape, space and measure and enjoy filling and emptying containers in the sand pit at the park.

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

The childminder provides an environment where the children's personal, social and emotional needs are well met. Children are very comfortable and relaxed with the routines and rhythms of the day. For example, they know when it is time for snacks, nappy changing and sleep time. As a result, they feel secure and content. Children readily seek a cuddle from the childminder who responds positively to them to provide comfort or reassurance when needed. The childminder's home is set up so that children of all ages can independently access a wide range of toys and activities. Consequently, children show good levels of independence in their play. Good settling-in procedures ensure a smooth transition between home and the childminder's care. She finds out good information from parents to ensure their child's needs are met. Behaviour is managed in partnership with parents, to ensure consistency in approach for the children. Children are praised and supported to behave in a positive manner. Simple house rules enable them to take responsibility for their actions. For example, they learn to take turns and to share equipment fairly.

Children's health is well promoted. They begin to learn to manage their own personal hygiene and they know why they need to wash their hands after they have touched the animals and before they have their lunch. The childminder talks to children about why fruit

and vegetables are good for them. As a result, children are beginning to understand about making healthy choices. Children have daily opportunities to experience fresh air and exercise. For example, have fun as they go for walks and climb through tunnels and play on the large equipment in the park. Regular attendance at toddler groups extends children's social experiences. This helps them develop social confidence and prepares them for their future transitions to nursery or school. The childminder teaches children about keeping themselves safe. For example, she encourages children to help to put the resources away and to make an area safe so they do not trip or fall. Children also practise the evacuation procedure raising their awareness of what to do in an emergency.

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

The childminder has updated her knowledge and understanding to reflect changes to the Statutory framework for the Early Years Foundation Stage. She has amended her documented policies and procedures accordingly. The childminder has a clear understanding of her responsibilities for safeguarding. She has undertaken safeguarding training and she clearly outlines the signs of abuse and the procedures for reporting concerns. The childminder implements her camera and mobile phone policy and this is shared with parents. All regulatory documentation is maintained as required for children's well-being. The childminder is clear about informing Ofsted of any changes or significant events. She carries out thorough risk assessments of the premises to ensure children are protected from any hazards or risks. The childminder ensures children are supervised at all times and this means children are kept safe from harm.

The childminder has a good knowledge and understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage and how to deliver an effective educational programme. She plans well to support children's individual needs, interests and development. Good observations are linked to areas of learning and next steps are noted and planning is based on children's interest and development.

The childminder has developed positive relationships with parents. The daily verbal exchange of information ensures a consistent approach to meeting the children's needs. Parents receive a weekly email with photographs and observations of their child's week and parents are asked to comment. Some children attend another early years setting, however, information regarding children's learning and development, in order for the childminder to complement their learning, is not always shared. The childminder values training to improve her practice. She is undertaking training to improve her skills and knowledge with regards to children with additional needs. The childminder shows a very strong capacity to improve. The self-evaluation process identifies areas for development in order to plan for children's learning and to secure continuous improvement.

### **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>	315486
<b>Local authority</b>	Bolton
<b>Inspection number</b>	939406
<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>	5
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19/03/2009
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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