

<b>Inspection date</b>	24/10/2013
Previous inspection date	19/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 make good progress in their development and have a positive attitude to learning. This is because the childminder knows them very well and provides experiences that she knows they will enjoy.
- There is a broad range of age appropriate resources which are available to children in both the indoor and outdoor environment which children can use in a variety of ways. This encourages communication skills and children stay motivated and eager to learn.
- Children are relaxed, and feel safe and secure in the environment. This promotes personal skills which the childminder supports and provides emotional well-being in a positive manner.
- The childminder provides smooth transitions to future learning by ensuring that children are confident and independent when progressing from her setting. She establishes positive relationships with local schools and children's centres to make certain that children feel self-assured and secure when moving on.

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

- Occasionally, parents do not always share information about their child's learning and interests at home, therefore, there are sometimes few opportunities to further build on children's interests.
- There is further scope to include print in the stimulating outdoor environment to further extend children's rapidly developing literacy skills.

## 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 toured the whole of the ground floor area used for childminding.
- The inspector observed activities in the front room and kitchen and the interaction and learning between the childminder and the children.  
The inspector sampled a range of documents which cover the learning and development requirements including observations, planning, and assessments. She also viewed emergency contact information, enrolment forms and written risk assessments.
- Discussions took place between the childminder, the children and the inspector at appropriate times during the inspection.
- The inspector took into account the written feedback of the parents.

## Inspector

Lisa Maidment

## Full Report

### Information about the setting

The childminder was registered in 2004 on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her husband and two children aged 13 and seven years in a house in the Radcliffe area of Bury. The whole of the ground floor of the childminder's house is used for childminding. There is a rear garden available for outside play.

The childminder drops off and collects children from local schools and pre-schools. She takes children to local toddler groups, parks, libraries and shops in the close vicinity. The family has a dog. The childminder currently has 11 children on roll in the early years range who all attend for a variety of sessions. The childminder offers care for children each weekday from 7.30am to 5.30pm, all year round.

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

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

- consistently encourage the two-way communication and feedback from parents about children's learning in the home so their interests can be built on
- enhance the outdoor environment to include opportunities for children to access print and image in the environment to build on their very good literacy skills.

### Inspection judgements

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

Children have good opportunities to explore and learn as the childminder has an in-depth knowledge of children's learning and development through her study on the Early Years Foundation Degree. Her knowledge of how children learn, using purposeful and developmentally appropriate resources, enables her to provide a good level of challenge appropriate to their age and stage of development. The prime and specific areas of learning in the Early Years Foundation stage are underpinned by effective teaching, which allows the children to work towards their future learning. For example, children have opportunities to explore the outdoors and investigate the bug hotel or build a den in the corner of the garden and battle the pirates in the climb on pirate ship. The childminder recognises when children are absorbed in play and when the opportunity arises, she comes alongside them to extend their play and learning. She encourages them to develop

positive relationships with other children and communicates with them to ensure effective partnerships.

Using starting points from discussions with parents and detailed feedback, the childminder is able to build on what children know and extend their learning using informative observations. She uses a robust online recording system for assessments and plans next steps, which parents can access and comment on, to see how their child is progressing. However, the childminder does not always gather as much information as possible from parents about children's learning in their home environment. Therefore, she cannot always build on their interests to promote their learning to the utmost.

Children are fully involved in their activities, which means they are progressing towards the early learning goals. This encourages them to become skilful and remain motivated towards their future learning and their progression to school. The childminder supports this by asking open questions to challenge children to think critically. For example, when playing dominoes with two children, the childminder asks 'How can you tell if we've got enough for everybody,' why not?' and 'Tell me which ones you have' to encourage communication and language development. The childminder encourages children to develop positive friendships with each and have a strong sense of community and belonging.

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

The childminder knows the children well. She bonds with them well and they feel safe and secure in her environment. Through her deep understanding of their starting points, taken from parents, she can settle children quickly and encourage them to be confident, safe in the knowledge that she will support them. The childminder is relaxed and calm. Her positive role modelling enables the children to remain happy and content in her care and build trusting and secure relationships with her. This promotes positive behaviour because as they become independent they are able to support each other and take turns sharing.

The childminder helps children develop routines throughout the day by using effective teaching based on her understanding of their individual needs. For example, they all sing a 'welcome' song in the morning to ensure they feel relaxed in their environment and are happy to join in.

The children have access to nutritional food. Snacks are provided, which are healthy and fruit is left on the table for children to help themselves to throughout the day if they are hungry. Lunches are wholesome and the children can choose what they would like to drink. Allergies are recorded in information from parents and the childminder acknowledges any specific dietary needs, routines and preferences, making certain these are met. Easy access to the bathroom ensures that children become independent quickly, which helps them develop skills, which are useful for school.

The childminder is fully committed when working in partnership with parents. She is able to support individual children's needs and learning using their starting points from entry

into the setting. She discusses the children's routine with parents daily and ensures that all parents understand what they have been doing throughout the day. However, there are fewer opportunities for parents to share what children have learnt in the home. This means that the childminder does not always gather the information on children's learning to enable her to extend their knowledge in her environment.

The childminder encourages children to be active. Physical play opportunities in the garden are good with a broad range of activities available to them. They walk to the shops and parks in the immediate area, and take part in sessions at the local children's centre. However, at present there are not as many examples of print and images displayed as indoors. This means the extension of their literacy skills is sometimes not as well-promoted as possible.

Children's safety is given priority as the childminder ensures her premises are kept secure. Children play in a safe and tidy home as the childminder ensures that her daily checks of the property are detailed and effective. The children are encouraged to explore their environment, while the childminder teaches them to stay safe. For example, when walking to school, the childminder reminds children how to cross the road safely, which means that children learn and understand how to stay safe. This helps smooth transitions to school as they know where they are going for their future learning.

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

The childminder has worked hard to maintain her provision. She is very organised and understands what is needed to achieve a high quality setting. Her understanding of the Early Years Foundation Stage and, in particular, the learning and development requirements, enables her to monitor the educational progress of children, generally, effectively and efficiently. Through her continuing evaluation of her practice and her personal development, she can build on her knowledge and further the effectiveness of her service to meet the needs of both the parents and children flexibly.

Safeguarding is extremely important to the childminder. She has a good understanding of child protection and her written policies are clear about all aspects of safeguarding to ensure children are protected. These are shared with parents when their child first attends the setting in order to make clear the standards to which she works.

The childminder has a good understanding of the importance of liaising with other early years provisions to support continuity in children's learning. She works alongside the local children's centre to provide support to other childminders in the area if they have queries or need advice. The childminder attends refresher training for safeguarding and paediatric first aid to allow her to stay up-to-date with information and good practice. She is fully aware of what she should do if she has concerns over a child's welfare and who to contact to protect them.

The childminder has a development plan that is built up from information taken from

parent's and children's questionnaires, verbal feedback from other agencies, refresher trainings and ideas researched on the internet. This enables the childminder to develop and improve her knowledge, values and beliefs to enable her to provide a fully inclusive practice that is individually tailored to each child who attends her setting.

The childminder acknowledges the importance of building close partnerships with parents. She has effective relationships with them and sometimes they share information so that children's needs can be personalised. This ensures that learning and development is as successful as possible. The childminder is able to evaluate activities she provides to ensure that she has accurate information on the skills of the child. Through effective monitoring, she is able to successfully identify any gaps and build on these in order to achieve in all areas of learning. Positive written feedback from parents validates the high quality service she provides for children. The childminder understands how important it is to share information with other settings to ensure that children have the best possible outcomes for their next stage of learning.

### **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>	EY290891
<b>Local authority</b>	Bury
<b>Inspection number</b>	918934
<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>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19/01/2009
<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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