

Inspection date

02/12/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Teaching is good because the childminder understands how children learn. She is skilled at playing alongside children while sensitively supporting them to make progress.
- Children enjoy a wide range of exciting, well-planned activities that challenge their learning and help them to make good progress.
- Children are safeguarded well while in the childminder's care. The childminder has a good understanding of her responsibilities with regard to safeguarding. Her home is safe and good steps are taken to reduce potential dangers.
- The childminder works in partnership with parents to support children to settle when they first start and ensures they are kept well informed of their children's progress. This ensures a consistent approach to supporting children.

It is not yet outstanding because

- There is scope to improve further the already good outside area, by creating more opportunities for children to play and explore independently while outside.

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 the childminder engage in a range of indoor learning activities, play and daily care routines with the children.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took into account the views of parents from information provided by the childminder.
- The inspector looked at children's learning journals, the childminder's self-evaluation form, documentation and a selection of policies and procedures.
- The inspector looked at other areas on the ground floor, such as the kitchen, front room and the garden.

Inspector

Nicola Kirk

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and four children aged 13 years, 11 years, eight years and five years in a house in the Whitefield area of Bury. The whole of the ground floor and the rear garden are used for childminding. The family has a pet dog. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools. There are currently nine children on roll, six of whom 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. She is a member of Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- enhance the children's learning and development by further improving the good outside area, by creating more opportunities for children to play and explore independently, while outside.

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 the learning and development requirements of the Early Years Foundation Stage. She provides a stimulating and engaging learning environment where children independently access a range of toys and play equipment. Teaching is good, she knows the children well and has an accurate understanding of where they are in their development. She knows what she needs to do to help them reach the next steps in their learning. Children's starting points are quickly identified and this means that children are given the support they require to make good progress. Children's progress is closely monitored through regular observations and assessments which are enhanced by photographs of activities and kept in their learning journals. These indicate that children are making good progress in all areas of their learning. She has completed the progress check at age two when required and shared this with parents. Consequently, children are well prepared and ready for the next stage in learning.

The childminder engages very well with children. She joins in with activities, motivating them and encouraging their use of language. She listens to what they say, gives them time to think about their responses and offers plenty of praise. She uses models being a thinker and uses open-ended questions to develop and extend children's thinking and understanding. As a result, children are becoming confident communicators and are able

to implement their own ideas in their play.

Children demonstrate increasing levels of concentration as they play for a long period of time with a selection of buttons. The childminder is skilled in ensuring that activities provide a challenge for children of different ages. She supports older children by encouraging them to count how many, add and take away one more. Younger children match buttons with written numbers and babies enjoy the sensory experience of exploring the buttons with their hands and feet. The children continue to play with the buttons for a sustained period of time, enjoying exploring the buttons in a range of ways. The childminder supports this activity by playing alongside the children and extending their language, posing questions to encourage them to think and solve problems. The playroom includes displays of letters and numbers, children's artwork and displays of real objects to support children to learn about colours. There is a selection of multicultural toys and resources, such as dolls, dressing-up outfits from other cultures and books printed in other languages. Posters that display positive images of diversity encourage children to talk and learn about differences and similarities.

Babies enjoy exploring and playing with paint on large sheets of paper on the floor. They play with everyday objects made of different materials and textures and play with spaghetti and scented rice. These all support their sensory development and children gain confidence as they are able to make choices. Older children make progress in their mathematical development, through comparing the size and shape of objects, recognising numbers and joining in with counting objects while playing. Children enjoy writing their name and have name cards that help them to do this. They enjoy sharing stories and making marks with pens and paint. This all aids their progress in communication and language development. The children enjoy playing outside in the childminder's garden. The children develop physically through playing on the swing and slide, riding on bikes and playing on balance toys. However, there is scope to develop the range of resources outside to ensure that children have the opportunity to play and learn independently, and make choices in their learning. Partnership with parents is good. Parents are happy with their children's progress. For example, they say 'we feel our child has progressed more than we expected'. The childminder discusses children's progress, activities and next steps with them on a daily basis, both verbally and through written details in their daily diary. She obtains information from parents about children's starting points and about what they like to do. This helps her to plan activities, which capture children's interest. Parents are encouraged to share what the children do at home and contribute to planning the children's next steps. The childminder supports children to extend their learning at home, For example, she makes extra name cards, so children can practice writing their name at home.

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

The childminder is warm and welcoming, and has developed good bond with the children. She works very closely with parents to help children make an easy and confident transition from home to her care. Consequently, children are relaxed and happy. They demonstrate they feel safe and secure by confidently moving around her home, confidently asking for help when needed and giving her lots of cuddles. The childminder supports children well,

she plays alongside children, and her positive interactions and frequent use of praise reinforce children's feelings of confidence. She provides clear and consistent boundaries and high expectations for children's behaviour. As a result, children respond well. The childminder talks to parents, when they first start to gain information on children's routines. This helps her to support children in settling and meet their needs. She has a flexible routine that she adapts to meet the needs of children. She has a range of options for children to rest, cosy areas for older children, a cot for babies or on parents' request, some children sleep in their prams.

The childminder teaches the children how to keep themselves safe. For example, she reminds them to blow on their food before eating. She talks to them about why it is important to wash their hands after they blow their noses and regularly practices fire drills. This also helps them to develop a sense of responsibility for their own well-being. The childminder supports the children in being ready for their move to school in various ways. They accompany her while she collects children from the local school, becoming familiar with the routine. She talks to children about the changes they can expect and has a uniform they can dress-up in to support this. Children learn to become independent and familiar with school routines, by learning to put their coat on, hang their coats on their own peg and recognising their name cards. The childminder takes the children regularly to local playgroups, to support children in developing friendships with other children.

The childminder promotes a healthy lifestyle. The childminder has a playroom that is well stocked with good quality resources, which is clean and tidy. The playroom is laid out in such a way that there is room for babies to crawl, as well as a cosy area to rest and read books. Toys are accessible so they can make choices and increase their independence. She talks to children about the importance of tidying away toys so children do not trip over them. The childminder provides a 'hands-free' soap dispenser and paper towels, to minimise the risk of spreading germs. Children enjoy baking cakes and help to prepare their own snacks, by peeling and chopping fruit. This supports children in learning to become independent in managing their own needs. Children benefit from fresh air through regular visits to the local park, where they enjoy splashing and jumping in puddles and playing in the play area.

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

The childminder meets the requirements for the Statutory framework for the Early Years Foundation Stage to ensure children learn and develop well and are kept healthy and safe. She has a good understanding of her responsibilities for safeguarding children. She has completed safeguarding training and is fully aware of the steps she must take should she be concerned about a child. The childminder completes risk assessments and daily checks to ensure the environment is safe. She successfully takes steps to minimize any risks to children, for example, the pet dog is kept away from children and she regularly checks the smoke alarm. The childminder ensure visitors sign in and are not left unattended with children. She has a mobile phone and camera policy, which is reinforced by verbally reminding adults when they enter. She has displays for parents to ensure they know where the fire exits are and to remind them of her policies, such as no smoking and no

cameras. As a result, children are safe, both inside and outside of the home.

The childminder has a strong commitment to developing and improving her service. She constantly monitors and evaluates the children's experiences, learning and care by seeking the views of parents and children, and adapts her service to ensure the children's needs are met. She uses her self-evaluation form to identify areas for improvement and set targets to support this. The childminder has completed a qualification in home-based childcare and she has further developed her knowledge by accessing ongoing training. For example, she recently attended training on the characteristics of children's learning and subscribes to various childcare magazines. The childminder has plans to complete a level 3 qualification in childcare. She has effective systems in place to monitor the learning and development provision to ensure she is helping children to make good progress and quickly addresses any gaps in their learning.

Positive relationships with parents have been developed. Information is shared as children start at the childminder's setting and parents are encouraged to stay and play with their children. The childminder talks to parents daily, completes a daily diary and regularly shares the children's learning journeys with them. Parents have written positive comments about the quality of care their children receive and how much they value the service offered. For example, they say their children are 'really happy and settled, and they receive 'great communication'. The childminder develops good partnerships with the local school and there is a good two-way flow of information to support children's learning. She receives daily verbal feedback on children's wellbeing and information on what they have been learning at school. She has made links with other professionals to ensure that children's needs are met. This ensures continuity of care and supports their development.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY462659
Local authority	Bury
Inspection number	925292
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	9
Name of provider	
Date of previous inspection	not applicable
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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