

Inspection date

Previous inspection date

03/12/2013

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 based on a good knowledge and understanding of children's learning and development needs. The childminder provides good levels of challenge which are appropriate for the children's age and stage of development, to help them progress well.
- Children develop close bonds with the childminder and each other. She knows each child very well, which enables her to fully support their individual needs and interests.
- Methods for sharing children's learning, development and assessment information with parents are effective, which makes sure everybody is aware of children's overall progress.
- The childminder is committed to continual professional development, which impacts positively upon the experiences provided for children.
- The childminder promotes the children's welfare as she meets the safeguarding requirements effectively.

It is not yet outstanding because

- There is scope for children to learn about things that grow and change to enhance their understanding of the world.
- Opportunities for children to develop their imagination through using everyday objects are less well established.

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 activities and interaction between the childminder and the children during play.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at documents relating to the Early Years Foundation Stage provided by the childminder, including children's assessment records.
- The inspector conducted a joint observation with the childminder.

Inspector

Joanne Ryan

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 10 and seven years in the Harwood area of Bolton. The whole ground floor of the house, one bedroom on the first floor and the rear garden are used for childminding. The family has a dog and two cats.

The childminder attends toddler groups 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 two children on roll, both of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except Bank Holidays and family holidays. She is a member of the 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 opportunities for children to develop their understanding of growth and change over time, for example, through taking care of a flowerbed or growing vegetables
- provide a variety of familiar resources reflecting everyday life, such as magazines, real kitchen items, telephones or washing materials, in order to support children's imagination and role play.

Inspection judgements

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

The childminder observes children as they play and when they first enter the setting. Her detailed records show children's good progress and interests. Information gathered from parents and carers, alongside these observations, helps her measure children's starting points in order to plan challenging activities. The childminder completes the progress check at age two and involves parents to ensure a comprehensive account of children's developmental stage is identified and any additional support can be sought if necessary. The tracking of children's progress is rigorous, which allows the childminder to focus her activities on the areas where the children are making slowest progress. Parents are involved in their children's learning in a range of ways. For example, they are encouraged to undertake observations at home, they make comments in children's daily diaries and learning journey records, and interact with the childminder through daily verbal feedback.

This creates a consistent approach to the children's development, which enables them to continue the learning at home.

Children have good opportunities to explore and learn as the childminder has an in-depth knowledge of children's learning and development gained through her extensive experience working with children and her qualification at level 3. Her knowledge of how children learn and the use of purposeful and developmentally appropriate resources enable her to provide a good level of challenge appropriate to their age and stage of development. For example, the childminder uses a range of props, such as soft toy animals, to support her story about the zoo. The children develop mathematical awareness and extend their language skills as the childminder discusses with them the giraffe's long neck and how big the elephant is. Therefore, children are developing the key skills required for school. Children enjoy role playing in the pretend kitchen area where they describe the names of foods and pretend to make toast, developing their imagination. However, there is scope to enhance this range to include real-life objects to extend children's investigation and exploration skills.

The childminder recognises when children are absorbed in play, and when the opportunity arises she comes alongside them to extend their play and learning. For example, the children show an interest in caring for the dolls and the childminder extends their ideas by asking what clothes the doll will need to wear and encouraging them to name the body parts. This supports the children in developing their caring skills and considering the needs of others. Children are developing their physical skills as they manipulate the play dough, rolling it into sausages. The childminder makes good use of spontaneous opportunities to extend children's language. The play dough becomes wet and the children and childminder talk about it being 'sticky'. Children play outdoors daily which gives them plenty of opportunities to develop large physical skills. However, there is scope to develop the opportunities for children to grow and look after plants in the garden to support their understanding of life cycles and the world around them.

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

The childminder is a caring role model, playing with children, showing them how to use resources and supporting learning. She has established strong and secure attachments with children in her care. This helps to ensure that the transition between the care of their parents and that provided by the childminder is smooth. Her supportive and enthusiastic approach means children are happy and content as they play and seek resources that stimulate their interests. Through the range of information she gathers from parents, she gains a deep understanding of children's starting points and care needs, which enables her to settle children quickly and encourage them to be confident and safe in the knowledge that she will support them. The childminder is a positive role model, which 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. The childminder gives the children clear explanations and encourages them to care for each other, which develops their social skills.

The childminder keeps children safe by ensuring the environment is clean and well maintained. She arranges the resources so they are accessible and clearly labelled; this means children can access them independently and take care of their environment by putting things away after they have finished. The childminder teaches the children about safety through daily routines. For example, after children have finished playing with the toys she asks them to put them away so they do not fall over them. Children manage their own personal needs relative to their age. For example, the childminder encourages the children to wipe their own noses and gives them hand gel afterwards to clean their hands. The childminder promotes good hygiene and independence; before lunch the children go to the bathroom and stand on the step to wash their own hands. They then use their individual towel to dry them, which reduces the risk of cross-contamination.

The childminder provides children with healthy snacks and freshly cooked meals, and ensures mealtimes are a pleasant, sociable time as they all chat together. She supports and encourages the children to learn how to eat independently. For example, children choose from apricots, bananas, oranges, grapes, raspberries and tomatoes. They peel the orange themselves and attempt to open the packet of apricots. Children have their drinks available at all times and the childminder encourages them to drink, so they do not become thirsty. Children have daily opportunities to play outdoors where they benefit from fresh air and exercise, all of which contributes to a healthy lifestyle. Children are well prepared for their next stage of learning because the childminder places a strong emphasis on independence and developing children's confidence.

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

The childminder demonstrates a good understanding of her safeguarding responsibilities. She is clear on what to do in the event of a safeguarding concern and is aware of the signs and symptoms of abuse. This allows her to protect the children in her care. The childminder undertakes a risk assessment of her home and of outings, and puts effective measures in place to minimise any potential hazards. For example, children practise fire drills so they know what to do in the event of a fire or an emergency, and the childminder has an up to date first aid qualification. The childminder reflects on her practice, the environment and her resources continually. She is fully aware of her strengths and areas to improve and keeps written records in a reflection book. She strives to provide the best she can for children, using feedback from parents and a written self-evaluation form to help her achieve this.

The childminder has detailed and precise documentation and ensures that her planning, observations and assessments meet children's individual interests. She monitors their development regularly and completes summative assessments every eight weeks. Consequently, it is clear how well children are progressing towards the early learning goals. The childminder ensures she is fully up to date with her training and development. She reflects thoroughly on any training sourced, and uses it to improve her practice. For example, she has developed more choices for the children so they can be independent, active learners. The childminder keeps a self-reflection book and records how each piece of training positively impacts on her practice.

Partnership working with parents is good, and questionnaires demonstrate their satisfaction with the service. They describe how they are fully involved in the children's learning and how individual needs are catered for. The childminder has a good understanding of the importance of liaising with other early years provisions and professionals to support continuity in children's learning if the need arises. She works with the local authority and other childminders, and therefore has established relationships where she can gain advice and support.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY461999
Local authority	Bolton
Inspection number	924092
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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