

Inspection date

Previous inspection date

13/12/2013

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

- The childminder has effective partnerships with parents especially with sharing information on their child's learning and development. As a result, parents are involved in their child's learning and next steps and can support this at home.
- The childminder has a good knowledge of the individual needs and interests of the children in her care. As a result, she plans appropriate and stimulating activities across the seven areas of learning.
- Safeguarding of children is good. Policies and procedures are implemented, and as a result, children are protected and kept safe.
- Children relate well to the caring nature of the childminder and her assistant. Consequently, children settle and form secure emotional attachments, which enables them to be happy and feel confident in their surroundings.

It is not yet outstanding because

- The childminder's links with other early years settings are not fully robust enough to enable both parties to work in partnership together.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the childminder's playroom.
- The inspector held discussions with the childminder at appropriate times during the inspection.
The inspector looked at a range of records including children's details, learning information, written policies, planning, training certificates and a selection of other documents.
- The inspector carried out a joint observation with the childminder.

Inspector

Nicola Eyre

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband who is also her assistant and two children aged four years and one year in a house in Radcliffe. The whole of the ground floor, one bedroom and the bathroom on the first floor and the rear garden are used for childminding. The family has no pets.

The childminder attends toddler groups and visits the park on a regular basis. She collects children from the local schools and pre-schools. There are currently seven children on roll; of whom six are in the early years age group and they 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:

- enhance further the relationships with other early years settings that the children attend, to enable all parties to work together to support children and identify their next steps in learning.

Inspection judgements

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

The childminder has a good knowledge of the Early Years Foundations Stage and she understands how children learn. As a result, she provides them with a range of planned and freely chosen play experiences across the seven areas learning. Consequently, children make good progress in their learning. The childminder knows the children in her care well. Clear observations of children's learning are recorded in their learning journals, enabling the childminder to track their progress and achievements. The childminder uses her own knowledge of child development and a manufactured system that supports her in identifying children's next steps in learning and development. As a result, the childminder is able to plan a broad range of appropriate stimulating activities that support children to make good progress towards the early learning goals. This supports their future learning.

Children are encouraged to make choices over their play as the childminder presents a large selection of resources at their height in a bright and welcoming environment. Therefore, children's independence is promoted from an early age. For example, young children have the freedom to experiment with self-chosen activities, such as knocking magnetic letters off a board and picking them up again repeatedly. The childminder uses children's individual interests to support them in their learning, such as supporting a child's

counting skills by talking about number and counting throughout their activities, as well as using an interest in football to count football trophies. As a result, children's mathematical skills are developing well.

The childminder is building positive relationships with parents. She encourages them to share information about their child's learning when they start at her setting and in their daily discussions together. The childminder uses a secure online program that allows her to update parents throughout the day with photographs, observations and comments about the child's learning and development. Consequently, parents are kept informed about their child's achievements. The childminder supports children's learning at home by suggesting activities the parents can do with their child, to support the children's next steps. As a result, parents are involved in supporting their child's learning and development needs at home.

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

Children develop close and positive relationships with the childminder and her family. These relationships are enhanced through the childminder's clear settling-in procedures. Parents are invited to attend settling-in sessions prior to their child starting with the childminder. This helps the child to become familiar with the environment and the childminder in the secure knowledge that their parent is nearby. In addition, it is an opportunity for parents to share information with the childminder about their child's care needs and learning so far. As a result, the childminder has a good understanding of individual children's needs and helps children make the transition from home to the childminder's care. The childminder and children snuggle together for a story with a child who really likes stories and is tired. As a result, children are emotionally secure. The childminder consistently offers praise and encouragement, which helps to promote children's self-esteem and confidence and consequently, children are happy.

Children develop their self-care skills and begin to understand the importance of hygiene routines. Pictures of hand washing procedures and good routines are in place and the childminder talks to children about good hygiene. For example, she reminds children to place dirty tissues in the bin after blowing their nose. Children make good progress in developing their understanding of healthy eating as they are encouraged to try new foods. They participate in activities, such as 'a healthy dig' where children dig for foods in a bucket and then sort the foods to support their knowledge. A healthy lifestyle is promoted through regular outdoor play in the garden and visits to the park as well as activities, such as counting their heartbeats after exercise. The environment is homely and welcoming and the childminder supports children in understanding the importance of clearing away some of the toys after they have used them, to help keep the environment safe and trip free. As a result, children learn about keeping safe.

Children have a good sense of belonging with the childminder. Photographs of special people are displayed to support settling in and children's photographs and work are also displayed. Children also have input in where their work is displayed. As a result, children can take some ownership of their environment. Evidence in the setting shows inclusion is promoted by showing positive images and resources, which further promotes a sense of

belonging for all children. Children also have a sense of belonging in the local community as they attend toddler groups and visit local places, such as museums and the fire station. The childminder establishes clear rules and expectations of the children through the use of behaviour charts and rewards. Consequently, this means that children learn to share and be considerate towards each other. The overall atmosphere is one of calm, and therefore, children are happy and focused during child-initiated and adult-led play.

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

Children are effectively protected from harm as the childminder demonstrates a secure knowledge of her responsibilities with regards to safeguarding children. She has also attended an additional course to be a designated professional lead for safeguarding and knows how to report any concerns about children to the appropriate authorities. Children remain safe and secure in the childminder's care, as she conducts thorough daily risk assessments of her home and garden and she keeps a record of all visitors to her home. Appropriate records regarding accidents are also kept and parents are informed, as well as being given further advice on signs to look for after an injury. A comprehensive range of policies and procedures meet all welfare requirements to support the safe and efficient management of the setting.

The childminder has used self-evaluation procedures to identify strength and weaknesses in her setting. She involves the childminding assistant and feedback from parents to support her in reflecting effectively. As a result of her reflection, she has implemented many changes one of which is to redesign the outdoor space to make it safer and useable in wet weather. Therefore, children can benefit by regular outdoor play. The childminder shows a strong commitment to further training. She attends any relevant training events that become available and she evaluates her practice to establish her training needs and those of her assistant, to further enhance the provision. The childminder has regular meetings with her assistant and they work closely together to plan activities to support children's interests and needs and to reflect upon the success of the experiences they offer. As a result, the childminder is always reflecting upon her practice and the changes she could implement to support the children who attend her setting.

The childminder has made some links with the local pre-school, attending parent information sessions and using newsletters sent home from the school to supplement her planning, as well as sending children's work into school. However, partnerships between the childminder and other early years settings are not yet fully established to enable all parties to work together, in order to fully support children in their development and learning. The childminder has a very good working relationship with the parents of the children she cares for. She communicates with them throughout the day via a secure online diary where information about their child's day and their learning and development is shared. Parents comment that they are very happy with the way their children have settled and the progress they make, in particular how they include their child as part of the family and the childminder's approachable and friendly attitude.

The Childcare Register

The requirements for the compulsory 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	EY464425
Local authority	Bury
Inspection number	924447
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	10
Number of children on roll	7
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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