

<b>Inspection date</b>	18/11/2013
Previous inspection date	23/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## **The quality and standards of the early years provision**

### **This provision is outstanding**

- Children make exceptional progress towards the early learning goals. The childminder consistently motivates children with thought provoking activities and play experiences, extending and challenging their thinking during play.
- The childminder places an extremely sharp focus on helping children to acquire communication and language skills, and on supporting their physical, personal, social and emotional development. She helps all children make rapid improvement in their learning from their starting points.
- The childminder is highly effective at supporting children's learning because she has simple yet detailed records of their progress.
- Children are extremely happy, confident and self-assured, forming highly respectful relations with the childminder who knows their characters exceptionally well.
- Children and their families are highly valued and excellent partnership with parents and other professionals contributes significantly to the childminder's knowledge of children's individual needs.
- The childminder successfully identifies risks and takes highly efficient steps to remove or minimise these to keep children very safe in the home and on outings.

## 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 along with the outdoor provision, which is used for childminding.
- The inspector observed activities in the playroom, conservatory and the interaction and learning between the childminder and a child.  
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, children and the inspector at appropriate times during the inspection.
- The inspector took into account the written feedback from parents.

## Inspector

Lisa Maidment

## Full report

### Information about the setting

The childminder was registered in 2003 on the Early Years Register and on the voluntary and compulsory part of the Childcare Register. She lives with her husband and two children aged seven years and six years, in the Stalybridge area of Tameside. The playroom, lounge, dining room and kitchen of the childminders house are used for childminding and bathroom facilities are situated on the ground floor.

The childminder attends toddler groups and activities at the local library. She visits the local shops and parks on a regular basis. She collects children from local schools. There are currently ten children on roll, six of whom are in the early years age range and they attend for a variety of sessions. The childminder provides care all year round from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the Professional Association of 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:

- continue to enhance improvement through ongoing professional development in order to strengthen the already high quality provision, so that children carry on receiving highly stimulating and challenging learning experiences.

## Inspection judgements

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

The childminder consistently achieves high standards across every aspect of her work. She offers outstanding educational programmes, which cover the seven areas of learning, for all children. Children achieve at a remarkable rate because the childminder has a very deep rooted understanding of the learning and development requirements of the Early Years Foundation Stage. The childminder plans unique and creative learning opportunities for individual children that are tailor made and inspiring. For example, children learn about the physical properties of ice and how ice interacts with salt and other objects. Adding equipment, such as, tongs and buckets allows younger children to practice fine motor skills as they transfer ice to and from the buckets. By using hands-on experiences, children have opportunities to discover skills and concepts on their own. This is building on their excellent progress with the childminder and preparing them exceptionally well for their transition to school or other settings.

Children have fun, laughter and excitement in this highly stimulating provision. Children's communication and language skills are extremely well developed because the childminder

ensures that they benefit from a language rich environment. Stories are read with vibrant intonation and the childminder gives lots of opportunities for children to ask questions and chat about what they hear. The childminder identifies and works with children's starting points, which are comprehensively sought from parents during an intensive settling-in period. Highly successful partnerships have developed over time and parents speak very warmly of where the childminder has successfully supported the whole family when leaving a child for the first time.

Children have a wealth of experiences to enhance their understanding of the world around them. They have adopted a chicken on a local farm and visit it weekly, bringing food from their local allotment that they have grown. Wall displays depict an array of fresh fruit and vegetables that have been grown there. Through the childminder's highly comprehensive observations and assessments, children receive incomparable support to explore a variety of different tailored stimulation using various materials and media in the everyday routine. There are opportunities to access a number of tablet computers, which have rich, varied and imaginative games to support and extend children's learning. For example, younger children can interact and use an application with phonics, building up both their language capabilities and their knowledge and grasp of information, communication and technology skills. The childminder's thoughtful and wide ranging promotion of children's in depth development enables children to thrive in a very supportive, exciting and interesting learning environment.

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

The childminder is highly skilled in helping children settle quickly into the setting. She listens to their needs carefully and goes a long way in ensuring these are met. The emotional security she provides for children is second to none. She cuddles them when they are sad, quietly soothing them until they become happier and recognises when they feel insecure, supporting them highly effectively with constant praise and encouragement to achieve their potential. Their personal and emotional development is enhanced as she builds warm and affectionate relationships with them and is continually alongside children as they play. The childminder reassures children when visitors come into the setting and they quickly begin to enjoy the interaction with new people. The childminder sets clear boundaries for good behaviour and all children are extremely well behaved. Through the childminder's effective policies, procedures and her teaching, all children flourish in the welcoming environment, taking risks and managing challenges which are relative to their age. Children are allowed to explore the setting independently while the childminder observes their safety, allowing them to identify hazards and dangers efficiently.

Children build independence in their self-care. They are able to go to the toilet and wash their hands spontaneously. Younger children's experiences are enhanced by the childminder encouraging them through appropriate rhymes and demonstrating with them the importance of robust hygiene practices. They have access to a range of healthy snacks and meals, and through their knowledge of growing fruit and vegetables in their allotment, they are able to recognise foods that are healthy for them. The childminder builds strong relationships with all families and their children, promoting effective

communication and consistency in their routines and care. She effectively seeks dietary preferences and needs, along with children's sleep patterns, to enable children to thrive in her care.

Children thrive with their physical skills as they use bicycles and scooters to develop their muscles and learn that exercise is important and beneficial for them, promoting their health and well-being. They eagerly participate in 'welly walks' in the local woods, collecting a wealth of 'treasure' they can bring back and put in their baskets. During a recent walk to the woods children discovered blackberries. They pick them and bring them back to the setting. On their return, children make a fruit pie, which they take home to be shared with their family. They collect grapes that are grown in the outdoor play area and build dens to be 'dashing princes rescuing princesses from the dragons.' The childminder prepares children exceptionally well for their transitions to school or other settings as they make excellent progress with her.

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

The inspection took place following an allegation in the past that the childminder was overminding. The inspection found that the childminder is acutely aware of her responsibilities within this area and knows how many children she is allowed to care for on a daily basis. The childminder has a very thorough knowledge of child protection issues and safeguarding procedures through her ongoing training and up-to-date knowledge. She has very detailed written risk assessments, which identify both the indoor and outdoor environment along with daily trips and visits to various attractions. She uses high visibility wrist bands showing her contact details and bibs when taking children out for visits and walks. The childminder supervises children vigilantly. All policies and procedures are up to date and records are meticulously kept, in order for children in her care to remain extremely safe.

The childminder has created simple but effective ways of monitoring children's development. Learning journals are full of activities and experiences that she has provided for the children. Through her exceptional understanding of how she meets children's learning and development needs, she is able to see immediately if there are any gaps in a child's educational programme or where children are underachieving. She immediately addresses identified needs with parents and uses regular views from parents and her own observations in her assessments. Consequently, children are superbly supported throughout their time in her care. The childminder constantly monitors and evaluates her own provision extremely effectively. She sources detailed and highly comprehensive feedback from parents, along with her own evaluative perception of her practice. This is used to highlight specific areas for improvement and develop her provision. She knows and continues to strive for excellence in her practice. She is highly motivated in striving for her own professional development by studying for her Foundation degree. Through this study, she is constantly updating her knowledge and skills to provide high quality learning experiences for children.

The childminder has built up a wealth of respect from fellow colleagues and agencies. She works closely in partnership with other settings when children in her care access other providers. This benefits the childminder when assessing children because she has the shared up-to-date knowledge of development of the individual child. The local authority showcase her provision, using her highly in depth knowledge and practice to enable other professionals to benefit from her extensive understanding of early years practice. The childminder has excellent procedures for effective partnership working with other settings that children attend, in order to promote continuity in care and learning. She works exceptionally well with parents. Written comments highlight the valuable service that she provides. 'Thank you for the hard work with my daughter. She is coming on so well! It is lovely to see her so happy and it is comforting to know she has settled so well!' Through effective communication with parents, this helps her to provide outstanding support for children in all aspects of their lives.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY236272
<b>Local authority</b>	Tameside
<b>Inspection number</b>	915017
<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>	4
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23/03/2009
<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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