

Inspection date

Previous inspection date

15/01/2014

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 uses her observations of children's learning to identify and plan for the next steps in their learning. As a result, children make good progress in their learning and development.
- The childminder forms close and caring relationships with the children, which ensures children settle successfully. Consequently, they are happy, content and have good levels of confidence.
- Children feel safe and secure in the childminder's care as she provides a welcoming environment for them, where they have consistent boundaries and familiar routines.
- The childminder has a secure understanding of the safeguarding and welfare requirements. This ensures children are kept safe and their well-being is effectively promoted.

It is not yet outstanding because

- There are fewer opportunities for parents to share what they know their child can do at home to inform the planning.
- There is scope to enhance children's critical thinking through more open-ended questions to support and promote their learning even further.

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 in the childminder's playroom and in the garden.
- 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.

Inspector

Nicola Eyre

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 two children aged 10 and 12 years in a house in Heywood. The whole of the ground floor, one bedroom and bathroom on the first floor and the rear enclosed garden are used for childminding.

The childminder attends a variety of toddler group and activities at the local children's Sure Start centre and she visits the park on a regular basis. There are currently two children on roll, both of whom are in the early years age range and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, 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 children's critical thinking by, for example, asking more open-ended questions to support and promote their learning even further
- maximise opportunities to gather information from parents on their child's learning and use this shared knowledge to plan together to think through ideas of how to move the child forward.

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. She provides them with a stimulating range of planned and freely chosen play experiences across the seven areas of learning. Consequently, children make good progress in their learning. Children are encouraged to make choices about their play as the childminder presents a large selection of resources at their height in a bright and welcoming environment. For example, she provides a range of resources and utensils for children to choose from when experimenting with cornflour and water. Therefore, children's independence is promoted from an early age.

The childminder knows the children in her care well. She has gained a good understanding of the children's individual interests and needs. This has been achieved through well informed observations and through discussions with parents to establish children's

achievements in their learning and development when they start at her setting. This supports the childminder in tracking children's progress and achievements and identifying the next steps in their learning. As a result, children make good progress towards the early learning goals, which supports their future learning. However, there is scope to gather further information from parents about their child's learning at home in order to enrich the planning. The childminder uses children's individual interests to extend their learning. For example, their counting skills are enhanced as she talks about number and counting throughout their activities. The childminder also incorporates singing and actions into their play, as well as using children's interest in books. As a result, children are engaged in the activities provided.

Children's speaking and listening skills are promoted well. She supports the language acquisition of young children by modelling the words and giving praise when children attempt the word as well as reinforcing the correct pronunciation. As a result, children feel secure in attempting to talk. The childminder extends children's knowledge about the local environment through nature walks and the community by visiting different places, such as, the fire station and the library where they take part in singing sessions. The childminder encourages children to extend their thinking skills and problem solving through activities, such as, building dens in the garden and building bird nests out of different materials. However, there is scope to enhance children's thinking further, for example, by asking more open-ended questions.

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

Children develop close positive relationships with the childminder. These relationships are enhanced through the childminder's clear settling-in procedure, which is guided by parents and children's individual needs. Children and parents visit the childminder's home to support the child in becoming familiar with the environment and the childminder in the secure knowledge that their parent is nearby. As well as 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 plans activities based around children's interests. Consequently, children are happy and settled in the childminder's care.

Children's behaviour is good because the childminder takes a consistent approach in her expectations regarding how children behave. She rewards good behaviour and explains to children why certain behaviour is inappropriate. Children play well together and share the resources in both planned and independent play. The children have a saying, 'sharing is caring' which they use regularly to remind themselves how to share. As a result, children share, play safely and are considerate towards each other. The overall atmosphere is one of calm, so children are happy and focused during child-initiated and adult-led play. The childminder enhances children's confidence and self-esteem by praising the children and complementing them on how clever they are when they try hard or achieve. The childminder supports children to socialise with other children by attending regular sessions at her local Sure Start centre. As a result, children are gaining skills, which will support them in the transition to school.

Good hygiene procedures, such as regular hand washing are promoted at all times and the childminder promotes healthy lifestyles in a number of ways. Children prepare their own fruit salad for snack time, as well as planting and caring for their own vegetables in the garden. There are a wide range of experiences offered to children to develop their physical skills and for them to benefit from fresh air and exercise. For example, they have regular outdoor play in the garden with messy play and exploring their environment with metal detectors and making dens, as well as regular visits to the local park. The children understand the importance of clearing away some of their toys after they have used them, to ensure the environment remains safe and free from hazards. This supports children in learning about keeping themselves safe.

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 attended courses to support her understanding in child protection and ensure she is able to identify signs of abuse. Children remain safe and secure in the childminder's care, as she conducts thorough daily risk assessments of her home, garden and outings. Regular fire drills are carried out and again, children are involved by sounding the alarm so that they know what to do in the event of a fire. Appropriate records regarding accidents are also kept and parents are informed. A comprehensive range of policies and procedures, which all parents are given copies of, meet all welfare requirements to support the safe and efficient management of the setting.

The childminder has identified strength and weaknesses through self-evaluation procedures, which provide opportunities for her to review and evaluate her provision on a regular basis. She involves parents and children in her evaluation and seeks their input through questionnaires and by assessing children's enjoyment and learning in the activities and resources that she provides. 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 shows a commitment to further training by attending relevant training events that become available.

The childminder is building positive relationships with parents of the children she cares for. Parents are complimentary about the childminder and they are happy with the care and teaching that she provides. The childminder communicates with them on a daily basis and shares information about the children's day, as well as having regular meetings with the parents to share children's learning and development. As a result, parents are aware of how their child is progressing in their learning and development. At present the childminder does not care for children who attend another setting. However, through discussion, the childminder demonstrates an understanding of the importance of building partnerships and links with other settings when the time comes, to support children's transition and future 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	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	EY463669
Local authority	Rochdale
Inspection number	931059
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.

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