

Inspection date

Previous inspection date

18/02/2014

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 learns from parents about a typical day, including children's likes and dislikes. The information is used to plan familiar activities, helping children to develop secure attachments and to feel confident and happy in a new environment.
- The childminder's secure understanding of the safeguarding and welfare requirements is supported by the implementation of policies and procedures, which promotes children's safety at the setting.
- Observations and assessments are completed to inform activity plans and to show parents the good progress children have made in all areas of learning.
- The quality of teaching and learning is consistently good. The childminder interacts well with the children, asking questions, making suggestions and modelling skills involved in children's play.
- Effective self-evaluation enables the childminder to identify and prioritise aspects of the provision to be developed to enhance outcomes for children.

It is not yet outstanding because

- There is scope to enhance partnerships with parents to ensure they have the best information possible about the provision and their children's learning.

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 looked at the premises in relation to health and safety.
- The inspector observed the childminder's practices and her engagement with children throughout the inspection.
- Children's activities were jointly observed and discussed with the childminder in relation to teaching and learning.
- The inspector looked at the children's records of achievement, observations and assessments, in addition to other relevant documentation.
- The inspector took account of the views of children and parents spoken to on the day of the inspection.

Inspector

Cathleen Howarth

Full report

Information about the setting

The childminder registered in 2011 on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She lives in the Clough area of Littleborough on the outskirts of Rochdale. Most of the house is used for childminding purposes, including the living room and dining/kitchen on the ground floor, the two main playrooms on the top floor and the bathroom on the first floor. There is provision for outside play in the communal back yard, gardens and allotment.

The childminder takes and collects children from the local schools and attends a toddler group and activities at local libraries. She belongs to a local childminding network and has close links with the Sure Start children's centre. The childminder operates Monday to Friday from 7am to 6pm all year round, except for family holidays. Currently there are three children on roll in the early years age range who attend on a part-time basis. The childminder also cares for her grandchildren. She has attained a relevant qualification at level 3 and she is supported by the local authority.

What the setting needs to do to improve further

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

- enhance partnerships with parents, for example, by ensuring information about the provision and children's learning is easily accessible to all parents.

Inspection judgements

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

The childminder routinely provides educational programmes that have depth and breadth across the seven areas of learning. Children's indoor and outdoor activities are varied, interesting and challenging. The childminder knows children's individual interests, learning styles and capabilities well and she organises trips and outings to meet the needs of all children through first-hand experiences. For example, children have been to St Anne's to play on the beach and to experience donkey rides. They help to dig, plant and grow vegetables in the childminder's allotment, such as giant pumpkins to use at Halloween. Practice is based on a secure knowledge and understanding of how to promote the learning and development of young children and what they can achieve. The quality of teaching is consistently good and the childminder's interventions are timely and appropriate.

The childminder watches and listens perceptively to children, carefully observing and skilfully questioning them during activities, in order to re-shape tasks and to enhance and improve learning. For example, during a malleable play activity children clearly

demonstrate the characteristics of effective learning. Children are purposefully involved in planning and organising the activity, and a wide range of easily accessible resources are used. Children wear protective aprons to keep their clothes clean. The childminder works effectively alongside children modelling skills and language, such as 'more', 'less' and 'mix', as they help to make salt dough. She consistently models the skills involved in play, such as showing children how to roll a ball of dough in their hands. Children have great fun patting and squashing the dough to make handprints. They learn how to throw and catch dough balls and are fully engaged and involved. The childminder competently extends activities to further develop fine motor control and imaginative thinking when she models how to make cups and saucers. Children then turn the activity into a tea party, making pretend tea in the cups and saucers and making cakes to share. They skilfully use one-handed tools, such as plastic cutters, to pick up crumbs off the floor.

Children practise phonics in a fun way. They sit on comfortable scatter cushions and show adults what they can do. By observing children's play the childminder becomes aware of potential learning, such as developing skills in communication and language. Children press appropriate buttons, learning about cause and effect, and they learn how to adjust the level and speed of the tasks. The childminder praises children in meaningful ways and this encourages them to repeat the experience and to experiment with the resource. The childminder is clearly familiar with children's key vocabulary and she effectively models and supports children in the use of key words, such as 'a' for apple, and pronouncing children's names correctly. The childminder has high expectations of all children, based on accurate assessment of children's prior skills, knowledge and understanding, which are routinely obtained from parents at the point of registration. Children are well supported in the prime areas of learning, such as the acquisition of communication and language skills, personal, social and emotional development and in physical development, in order to make good progress in their learning. Children are working comfortably within the typical range of development expected for their age, taking into account their starting points and any additional considerations.

At the point of registration parents always contribute to children's initial assessments, helping the childminder to establish starting points which enable her to plan activities based on what is familiar to the child and to ease transitions. Parents are kept well informed about their children's progress and they are encouraged to support and share information about their children's learning and development at home. For example, children take library books home. Measures like these effectively promote children's continuing learning and development. Some children have just started to spend time in other early years settings, and appropriate systems are in place for the childminder to liaise with the children's other key carers to promote a seamless approach to delivering the framework. Children are clearly developing the key skills that are needed for next steps in their learning.

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

Children have formed secure attachments with the childminder. The children's well-being and independence is effectively promoted. Their differing behaviour is managed sensitively and the childminder consistently applies strategies and clear guidance for children about

what is acceptable behaviour. For example, she continually reinforces good manners and children know when to say 'please' and 'thank you' in social situations, and they are learning to share and take turns. In age-appropriate ways children learn about people's differences in the wider community. For example, the childminder explains Chinese words when children learn about Chinese New Year. Activities are effectively linked to children's learning and reinforce what they already know. For example, they make colourful Chinese dragons on wooden ice lolly sticks. Children's settled and confident behaviour shows they feel safe at the setting. They gain an understanding of risk through routines and procedures, such as safety on the stairs, which is continually reinforced to minimise the risk of accidental injury. Children practise the evacuation plan, learning how to behave responsibly in the event of an emergency.

The childminder has attained a level 2 certificate in food safety and she has good knowledge and understanding of nutrition. She works effectively with parents to provide a good range of healthy food and drink, in sufficient quantities, to meet children's daily nutritional requirements. The childminder encourages parents to bring fresh fruit for children to eat at the setting, and the good health of children is consistently promoted through effective hand washing routines. Children engage in a wide range of physical activities, both inside and outside, to promote their good health. Their personal care needs are well met through consistent toilet training routines and procedures, in partnership with parents. There is good provision for children to relax, sleep and play quietly. The environment is welcoming and well resourced. Children's all-round development and emotional well-being are promoted effectively through a broad range of experiences that develop their growing independence and cooperation. As a result, children are emotionally well prepared for the next stage in their learning. There are established systems in place to provide for children with special educational needs and/or disabilities, and the childminder knows how to signpost parents to other agencies for the support they may need.

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

The childminder has a secure knowledge and understanding of safeguarding issues. In relation to child protection and should the need arise, she knows how to take appropriate action to protect and support the children in her care. The childminder has a secure understanding of vetting procedures and her suitable Disclosure and Barring Service check is available for parents to view.

There is accurate monitoring of children's progress towards the early learning goals, helping to inform planning and assessment, which is consistent and precise. There is a system in place, in partnership with parents and health visitors, to complete a summative assessment. This is to identify any early learning or developmental need, and provide early interventions, to help narrow any gaps in children's achievement. Assessments also help to inform children's next steps in learning and there are systems in place in partnership with parents and other agencies to provide for children with special educational needs and/or disabilities. Recording systems display an accurate understanding of children's skills, abilities and progress. Parents are kept routinely

informed about their children's progress towards the early learning goals, although not all parents fully understand the systems used to demonstrate this. Some policies and procedures are duplicated and disorganised, and some parents are hesitant to engage with recording systems that appear complicated. Parents are also encouraged to use the comment box situated in the entrance, and this system is used to promote children's care and learning.

In relation to monitoring and improving the quality of teaching and learning, there are various systems in place linked to self-evaluation, which is an integral part of the provision. They enable the childminder to reflect and improve on her practice. For example, she has strong links with the local authority advisory teacher and development officer. She regularly attends the local childminding network meetings and she has a mentor who is an established childminder in the area. The childminder demonstrates a definite commitment to professional development and an impressive training record is available for parents to view. The childminder has worked hard to attain a relevant qualification at level 3 which has helped to consolidate her knowledge and understanding of child development. She has a clear vision for the future and in the short term intends to seek and obtain training in relation to providing for children with special educational needs and/or disabilities. In the longer term she would like to move to a bungalow in order to promote free-flow inside to outside play.

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	EY437729
Local authority	Rochdale
Inspection number	791083
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
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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