

Inspection date	20/02/2014
Previous inspection date	05/10/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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's secure understanding of the safeguarding and welfare requirements is supported by the effective implementation of policies and procedures, which promotes children's safety at the setting.
- 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.
- Observations and assessments are completed to inform activity plans and to show parents the good progress children have made in all areas of learning.
- Children are supported in the acquisition of communication and language skills and in their physical, personal, social and emotional development, to ensure they have the key skills needed for the next steps in their learning.

It is not yet outstanding because

- There is scope to improve self-evaluation, in relation to monitoring and enhancing the quality of teaching, and to ensure the childminder consistently focuses on how children learn, as well as what children learn.
- There is scope to improve the quality of teaching; to improve the pace of some activities and to ensure adult interventions are always timely and appropriate to further enhance outcomes for children.

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 1993. She is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Chadderton, Oldham. The whole of the ground floor of the childminder's house is used for childminding purposes, which includes the open-plan living room/dining area, conservatory and kitchen. Children use the bathroom on the first floor. There is an enclosed back garden available for outside play. The family has a cat.

The childminder provides care throughout most of the year on Monday to Friday from 7.30am to 5.30pm with the exception of family holidays. She takes and collects children from local schools and pre-schools and attends the local childminding support group at Stockbrook Children's Centre, which is based at St Luke's Primary School and run by Action for Children in Chadderton. The childminder is supported by the local authority.

Currently there are three children attending part-time in the early years age group and three older children attend part-time. The childminder also cares for her grandchild. There is provision for children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- explore opportunities to further improve performance management, in relation to the quality of teaching and learning, developing a learning community which consistently focuses on 'how' and not just 'what' children are learning

- consistently encourage open-ended thinking and give all children time to think and talk.

Inspection judgements

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

Parents are asked to provide information about their child's starting points when their child starts at the setting. This information is used effectively to plan activities to support children's next steps in their learning. Parents are routinely kept informed of their children's progress towards the early learning goals, for example, through children's record of achievement, or learning journals, and through the use of daily diaries. Children's records of achievement include ongoing assessments, which are well-maintained and used to plan a wide range of interesting and challenging activities to extend children's learning at home and at the setting. A relevant example is when a child

learnt how to use a scooter at the setting. His parents bought him one for Christmas, so that he could practise using the scooter at home.

All children are working comfortably within the typical range of development expected for their age, taking into account their starting points. They are clearly acquiring the skills, attributes and dispositions they need to be ready for school or the next stage of their learning. The quality of teaching is good overall. The childminder consistently uses open questions, although, on occasion, she does not give children enough time to think and talk. For example, during a table top fishing game she asks children to describe what they have caught with the magnetic fishing line. However, she then moves on to the next question before children have a chance to think and reply. However, the childminder knows individual children well. She knows some children like to play with animals and she links activities so that children have fun making animal noises, such as a dog barking, a cat purring and a cow mooing. Activities are effectively tailored to meet the individual needs and interests of children, to promote their overall learning and development. The educational programmes cover the seven areas of learning well and purposefully support children's development in the prime areas. There is a robust system in place for the childminder to complete the progress check at age two in partnership with parents and other key people. The childminder knows to focus on the prime areas of learning, understanding the importance of early identification of specific needs and that early intervention is necessary to help narrow any identified gaps in children's achievement.

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

The childminder supports children's transitions effectively. Parents are given time to settle their children who are new to the setting. The atmosphere at the setting is calm and welcoming and children soon feel comfortable in the new situation. Some children attend other Early Years Foundation Stage settings and a robust key person approach helps children to form secure attachments with those working with them. Children's growing independence is consistently well supported. For example, when children choose to play outside they know to dress themselves according to the weather. They self-select drinks and eat finger food after washing their hands, to minimise the risk of the spread of infection. The childminder consistently teaches children to play and learn together and to develop control over their actions. Consequently, children behave well for their age and stage of development. They use language of social interaction appropriately, such as 'please' and 'thank you' and they are learning to share and take turns. The environment is safe, welcoming and well resourced, and the childminder always makes best use of the space and resources to keep children fully engaged and motivated at all times.

There are ongoing opportunities to enhance and optimise children's emotional and physical health. The childminder clearly understands getting a good start in the very early years enables healthy all-round development and lays the foundations for long-term well-being. This is effectively promoted through the provision of good nutrition, fresh air, energetic play and opportunities for children to play quietly, rest and sleep. Personal care tasks, such as nappy changing and toilet training are undertaken in a caring, sensitive way and in accordance with parents' wishes. There is an embedded system which enables the childminder to administer medication to children, with written parental consent when

required. Accidents and existing injuries are also recorded in partnership with parents to promote children's continuing care. Systematic measures like these and diligent adult support, enables children to make healthy choices, feel secure and encourage behaviours that effectively promote children's good health, well-being and promotes their understanding of risk.

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

The childminder's knowledge and understanding of the safeguarding and welfare requirements, including vetting procedures, is secure and effectively promotes children's safety at the setting. The childminder's policies and procedures are easily accessible for parents to view; complying with the statutory requirements and they have a clear focus on welfare and safeguarding. For example, the childminder demonstrates a secure knowledge and understanding of child protection procedures, and children's medication and accident records are well maintained. Working in partnership with parents is embedded and the continual use of the children's daily diaries enables the childminder and parents to reinforce children's learning at home and at the setting. Feedback from parents is always valued and they make favourable comments about the setting, emphasising how pleased they are with their children's care, learning and development. The childminder has been working with children for 21 consecutive years. She is practised at working with parents and other professionals and this includes provision for children with special educational needs and/or disabilities.

There are ongoing opportunities for personal professional development including mandatory training to administer first aid, to further promote children's safety at the setting. Some systems to monitor, review and improve the quality of the provision are embedded. For example, the childminder works closely with a neighbour who is a registered childminder. They share ideas and keep each other up-to-date about childminding practice, promoting best practice. The childminder has support from the local authority and considerable experience working closely with staff at the local school. Working with parents is an integral part of the provision. As a result of the constructive feedback obtained from parents and others the childminder usually identifies what she does well, and what she needs to do to improve; although self-evaluation does not focus strongly enough on enhancing teaching. As a consequence, the childminder's focus is sometimes on 'what' children have learnt rather than 'how' they learn.

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	505087
Local authority	Oldham
Inspection number	819370
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	05/10/2011
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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