

Inspection date

25/02/2014

Previous inspection date

21/12/2011

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

3

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

- There are exceptionally good opportunities for children to work individually or in groups to make decisions, work cooperatively and develop their independence and social skills. The childminder is effectively deployed to consistently provide well-targeted support for children, in order that they can achieve as much as possible.
- Children are meaningfully involved in evaluating and influencing outings and activities. As a result, they are happy and settled. They have developed a strong sense of belonging through secure attachments with the childminder.
- The quality of teaching is exemplary and the childminder is highly effective at demonstrating how children learn, not just what they learn.
- Exceptionally good partnerships between the childminder, parents and other agencies ensure that the individual needs of children are consistently well met.
- The childminder leads by example and self-evaluation is highly effective in bringing about sustained improvements, for example, strategies to improve communication between other Early Years Foundation Stage providers.
- The childminder's understanding of the safeguarding and welfare requirements is extremely secure; safe practice is firmly embedded and children play in a safe, welcoming and supportive environment.

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 1995. She is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged 12 years in the Norden area of Rochdale. The childminder's adult child currently attends university and is away from home most of the time. The whole ground floor of the house is used for childminding. There is an enclosed back garden available for outside play.

The childminder provides care all year round 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. There are currently three children on roll in the early years age group, all of whom attend on a part-time basis. The childminder also cares for members of her family. She holds a level 3 diploma in home based childcare and receives support from 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 further the provision for sleeping children to ensure they continually have freedom to turn and move as they want.

Inspection judgements

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

Children make significant progress in their learning given their starting points. At the point of registration, and during the settling-in period, the childminder develops a wealth of knowledge about what children can do. She uses this information to support and skilfully shape their learning experiences within the setting. Observations and assessments of children are detailed and rigorous in identifying their next steps in learning. Snapshots of significant observations are systematically captured on camera, or in brief written accounts, and this information is later transferred into children's individual 'memory books' and tracker forms to highly effectively show parents the excellent progress children make towards the early learning goals. Parents are encouraged to regularly observe their children at home and to share this information with the childminder. This enables the childminder to support children's interests and learning from every angle. Precise assessments of children identify where they are in their learning. The childminder skilfully identifies and supports children's next steps in learning through a range of highly innovative ways. For example, through verbal exchanges with parents the childminder identifies that children like exploring their garden at home. This activity is continued at the setting. Children have great fun searching for sticks to hold and carry and they find leaves

to take home and to use at the setting. For example, in art and craft sessions they use dried leaves to make prints, effectively using all their senses to experiment with texture, colour and smell. As a result, children are actively involved in activities that interest them and provide them with exceptional depth and breadth in their learning.

The childminder has extremely high expectations of children, providing them with a wide range of rich and imaginative learning experiences to take part in, which motivates them to learn more. Children are extremely well supported in the acquisition of communication and language skills and in their physical, personal, social and emotional development. For example, the childminder knows the more words a child hears, the better talker that child becomes. A high level of consistency is therefore maintained and the childminder continuously supports and reinforces early language and social skills through age-appropriate conversations and open questions. The childminder's practice is exceptionally good because both the quantity of words and also the quality of what is said clearly influence the children's ability to be good communicators. For example, children imitate words and sounds and they try to reply to the childminder's open questions, although they may not pronounce certain words correctly. The childminder sensitively pronounces these words several times, giving children plenty of time to think and try again, which is a highly effective way of reinforcing their learning. Children like to copy familiar expressions, such as 'all gone' and 'oh no'. The childminder provides good quality age-appropriate resources and equipment that successfully support children's growing independence, for example, highchairs and baby feeding sets. The very young use two-handed feeder cups when they self-select their drinks and they are developing fine motor skills when they use baby forks and spoons in the bowls provided. The childminder always ensures harnesses are used when children sit in the highchair; their feet are firmly on the foot rest and the trays are in position. This is done to aid stability and upper trunk control to effectively support hand-to-mouth coordination. A distinct feature is the childminder's attention to detail. She always ensures children's hands and faces are kept clean and the highchair trays are free from clutter, to promote children's health and safety.

The childminder is constantly watching for opportunities to support and extend children's learning and development through well-considered, timely interventions. For example, she works closely alongside the children, highly effectively modelling skills and attitudes, reminding children how to hold and use their spoons correctly as they attempt to scrape out what is left in the yoghurt pots. Other exemplary interventions include the time when children sit on the floor in the playroom examining the contents of containers. A child helps to open a container and is transfixed, wondering what she will find inside. Another child also wants to look, so the childminder discretely puts a similar container nearby to distract him, and both children spent quality time emptying and examining the contents at their own pace. When the children indicate they have finished, the childminder encourages them to tidy up. First she models the task and puts a few items back into a container. Children are quick to imitate her actions, even attempting to screw the lids back on the containers. Children's self-help skills are promoted extremely well and these measures show the characteristics of effective learning are evident in all aspects of their play and development. Therefore, children are extremely well prepared for their next stages in learning.

The childminder works closely with parents to ensure that children's individual needs are

effectively met. For example, the childminder sources simple words and phrases from them and communicates these within the setting to support the child. She enhances her setting by introducing additional books and resources to support them in their understanding of diversity in the wider community. There are a wide range of positive images in and around children's play environments for them to observe on a daily basis. This is done to support children's natural curiosity and to encourage meaningful discussions that arise from their observations. For example, children help to fit together large portraits of faces from around the world by matching mouth, nose, hair, skin tone, ears and eyes. Children are highly valued as unique individuals and they are fully included and involved in all aspects of the provision. Working with parents as partners is an integral part of the provision. The childminder works extremely hard to ensure that a shared approach to children's learning is achieved at every opportunity, using a range of highly innovative ways. For example, compact discs are provided for parents to keep and watch at home, which, over time, is a highly effective way of showing parents the progress children are making towards the early learning goals. An open-door policy ensures that parents feel welcome to communicate with the childminder at any time. Parents regularly review children's assessments and development records with the childminder and they contribute by carrying out observations of their children at home, complementing their next steps in learning within the setting. Regular parental discussions are recorded and followed up immediately. For example, the childminder altered snack time at the setting to fit in better with mealtime at home. Some children spend more time in other settings. The childminder purposefully introduced a communication book to link home and other key people to her provision. She is persistent in finding different ways to communicate with the children's other key people in order to successfully promote a seamless approach to delivering the framework.

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

Children thrive in a stable, welcoming, homely and relaxed environment. Their emotional well-being is exceptionally well supported because the childminder is calm, kind, caring and sensitive in supporting their individual needs. As a result, children form strong emotional attachments with the childminder and they feel safe and secure. Children are confident and they develop meaningful and positive relationships with their peers. Displayed artwork ensures that children have a sense of belonging and can feel proud of their achievements. Children's physical well-being is promoted extremely well through a range of well-planned activities, including energetic outside play. The childminder does not provide transport and children are used to dressing according to the changing weather, including snow, rain and wind. They have opportunities to exercise regularly when they walk to and from school with the childminder. Healthy eating is highly effectively promoted within the setting and the childminder ensures that snacks and lunches are always healthy and nutritious. Children are purposefully taught about the effects of germs. Children wash their hands before mealtimes without being prompted. High levels of consistency significantly promote children's good health and help to develop their growing understanding of healthy eating practices and the need for regular physical exercise. The childminder and parents have high regard for children's emotional and physical good health. By working collaboratively they successfully promote healthy lifestyles and assist children to make informed and responsible choices about their personal care and well-

being. However, there is further scope to enhance provision for sleeping children, who, on occasion, sleep in their buggy. Harnesses are used appropriately to keep children safe, although they restrict movement and positioning and children are unable to lie flat or move and turn freely in their sleep. This practice is not the norm as children usually use scatter cushions, blankets and dens to sleep undisturbed.

The childminder uses highly effective techniques to teach children about keeping themselves safe. She talks to them about the dangers of talking to strangers and always reinforces road safety on the school run. For example, children know to find the safest place to cross the road. They know not to cross the road between parked cars. They stop just before the kerb and look all around and listen for traffic. If traffic is coming they know to let it pass. When it is safe to cross they know to walk, not run, straight across the road. Other related activities at the setting, such as story time and role play, highly effectively reinforce children's learning in safe environment. As a result, children confidently manage risks for themselves and develop an excellent understanding of how to keep themselves safe in a range of situations. The childminder models positive behaviour exceptionally well. Children respect each other and play extremely well together. They are well mannered and always say 'please' and 'thank you'. Children have an excellent understanding of the rules and boundaries of the setting and consistently demonstrate positive behaviour and attitudes.

The childminder supports children who are moving on to school exceptionally well. She engages with parents and teachers and reads stories about going to school. Older children are encouraged to share positive experiences and they use role play to express their ideas and emotions. As a result, children are extremely well supported as they move from one setting to another.

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

The childminder has an exceptionally good understanding of child protection issues and procedures. She fully understands her responsibilities with regard to safeguarding children and this includes robust vetting procedures. Policies and procedures are exceptionally well written, reviewed regularly and clearly help to underpin excellent childcare practice. For example, children's accident, incident and medication records are well maintained. Children's safety is highly regarded within the setting and on outings. Permission is sought from parents to allow children to go on 'wellie walks' and visit local history museums. Children also choose and borrow books from the library, which they read at the setting and at home.

The childminder's pursuit of excellence is evident in the consistent high grades attained when she completed different modules for her level 3 childcare qualification. She translates theory into practice extremely well in the children's best interest. She confidently demonstrates her expertise in promoting and supporting children's learning. She has significant childcare experience and is a highly committed practitioner who has an excellent understanding of all the requirements of the Early Years Foundation Stage. She implements them highly effectively to ensure that all children make significant progress in

their learning through a range of highly innovative, exciting and challenging activities. Rigorous assessments are completed and used to track children's progress towards the early learning goals. A distinct feature is the childminder's impressive attention to detail. She is able to interpret and understand children's needs and wishes through their conversations, words, gestures, sounds, expressions and disposition. She is continually focused on recognising and meeting children's care, learning and welfare needs. The quality of teaching is exemplary because the childminder is highly effective at promoting how children learn, not just what they learn. She always works with integrity and the work required following the last inspection was embedded to further promote children's health, safety, learning and development.

Working in partnership with parents is promoted extremely well. The childminder engages with them at every level to ensure they are happy with the care she provides and children feel part of a homely environment. Parents respond honestly to questionnaires and a relevant example of prompt action taken by the childminder is when a parent advised less milk and longer between bottles, to encourage the child to eat more food. The childminder is very approachable and accommodating and she supports children's individual needs very effectively. Parents are kept fully informed of their children's learning and development through regular discussion, daily diaries and regular reviews of their children's learning files. As a result, a shared approach to children's learning is fully embraced. Partnerships with other agencies are exceptionally well established. The childminder works closely with an adviser from the local authority and regularly shares best practice with other practitioners in the early years sector. She values the ideas and views that other professionals contribute and works professionally with other agencies to ensure children receive the support they need. Self-evaluation is an integral part of the provision and the childminder successfully identifies and prioritises aspects to be developed. For example, there is a detailed action plan in place to improve the quality of information shared with other key people, to further enhance children's continuing care and 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	316284
Local authority	Rochdale
Inspection number	819036
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	21/12/2011
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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