

<b>Inspection date</b>	26/02/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2 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**

- Teaching is good. The childminder has a secure understanding of how to support children's learning and development. As a result, children make good progress.
- The childminder's home is safe, warm and welcoming and there is plenty of space for children to play and rest. A wide variety of resources is thoughtfully stored in ways that children can easily access, which promotes their independence.
- Children are settled and happy because the childminder has familiar routines, which she implements with care and affection. She constantly reflects on and reviews her practice to ensure that they feel safe and secure.
- The childminder builds positive relationships with parents and keeps them informed and involved in their children's care and learning.
- The safeguarding and welfare requirements are well understood by the childminder through clear policies and procedures, which are embedded into the routine daily to ensure children are kept safe.

#### **It is not yet outstanding because**

- There is scope to improve the outdoor environment further in order to build on children's literacy and numeracy development, by using print and numbers outside.

## 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 areas in the home which are used for childminding, and observed activities in the play room. The inspector watched the interaction and learning between the childminder and children.
- The inspector checked evidence of suitability and qualifications of the childminder, and the provider's self-evaluation and improvement plan.
- 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, the children and the inspector at appropriate times during the inspection.

## Inspector

Lisa Maidment

## Full report

### Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Bury, Greater Manchester. The whole of the ground floor is used for childminding along with toilet facilities on the first floor.

The childminder attends toddler groups and activities at the local library. She visits the local shops, cafes and parks on a regular basis. She collects children from local schools. There are currently two children on roll, both of whom are in the early years age range and they attend for a variety of sessions. The childminder also looks after her two young grandchildren. The childminding provision operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder 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 and build on children's literacy and numeracy development, for example, by providing print and numbers in the outdoor environment.

## Inspection judgements

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

Children benefit from a good learning environment because the childminder understands how children develop. She has a beneficial understanding of the learning requirements of the Early Years Foundation Stage and delivers a good range of activities which cover the seven areas of learning. Through her knowledge of how children become skilled, she offers a good balance of child-initiated and adult-led learning taking into account their emerging interests. Educational programmes are individual and tailor made to suit the requirements of all children in her care. For example, communication skills are well supported in very young babies as the childminder reinforces words which are appropriate for their age. She uses words, such as 'big, little' and 'small' to differentiate objects when reading from a book. The childminder is mindful of how children learn and uses a variety of teaching methods effectively. She makes the environment comfortable and gives her full attention to the children which makes learning enjoyable. As a result, children build on their abilities and make good progress towards the early learning goals.

The childminder takes time to observe and assess children in her home. She highlights areas for development using next steps, and discusses these with parents daily. Using

information taken when children first start, and through her own initial observations, she is able to quickly identify their stage of development. She highlights areas where children are not so well advanced, and works closely with parents to encourage children to develop their skills. For example, one child shows an interest in numbers but does not recognise their formation. The childminder creates posters for the wall which the child finds curious, and they begin to discuss their shape. The childminder encourages the child to enable them to understand numeracy in more detail. As a result, the childminder is able to narrow the gaps in children's learning quickly in preparation for school.

The childminder uses her indoor environment well. She utilises the space appropriately, and children are able to move around with ease. Children can access resources independently as the childminder has taken time to arrange these in a way which is inclusive. For example, babies can crawl over to the shelves and access age-appropriate toys and books which are at ground height and easily accessible. Older children recognise what are in the boxes above as the childminder has identified their contents using print and pictures. The access to the outdoor area is through the open plan kitchen, and the childminder ensures children have access to the outdoors daily for fresh air. There are opportunities to investigate how things grow, and physical skills are encouraged through sliding down the slide, riding bicycles and kicking a football. However, there is scope to provide further resources to allow children to see print and numbers when playing outside to further support children's understanding of literacy and numeracy ready for their future learning.

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

The childminder promotes children's well-being. She is very attentive to their needs, and understands their wishes appropriately. Self-esteem is promoted as the childminder constantly compliments children when they achieve. Praise is given to children who have good manners which promotes their emotional well-being, in order for them to improve on their personal and social development. Positive behaviour is encouraged. The childminder deals with any negative behaviour quickly and efficiently ensuring children respect each other, and understand how to behave appropriately in her home. As a result, children are happy and comfortable with the childminder, which promotes their emotional well-being.

The childminder ensures that good wholesome snacks and meals are provided. She cooks nutritious lunches that are full of goodness. Children enjoy the meals, and can be heard asking for more. Mealtimes are social times where children eat together with the childminder, using age-appropriate cutlery to build on their independence. Children chat away happily, talking about their experiences of food, and the childminder encourages self-help skills to help prepare children for school. The childminder works in partnership with parents finding out children's daily routines. Nappy changing times are fun, because the childminder takes the time to speak and sing with them, while focusing on their individual needs. Children are able to keep themselves safe because the childminder encourages children to take small risks. For example, when washing hands in the kitchen sink, the childminder allows children to stand on a small chair to access the soap and water. She talks the process through ensuring that children understand about the dangers

while encouraging them to be safe. Hazards in the home are identified, and children regularly carry out fire drills to know what to do in an emergency evacuation. Therefore, the childminder is encouraging children to build on their independence skills and keep themselves safe in the home environment.

The childminder takes children to local parks and play areas where they are able to use large apparatus to build on their physical development. Children can climb up ladders, swing on tyres, and slide down slides in the park which builds on their physical skills, and the childminder encourages children to be safe in the outdoors through discussions with them. She talks through the importance of how to keep themselves safe while walking along the road, and shows through demonstration, how to cross the road. The childminder has written risk assessments for local visits to parks and shops, and also for her home environment. All safety checks are properly carried out, and appropriate safety equipment is in place where needed. Consequently, children are able to build on their physical development by partaking in activities which the childminder ensures are safe and secure.

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

The childminder takes good steps to keep children safeguarded. She attends training which is designated for childminders, and knows who to contact if she feels a child is in need. The childminder understands what she should do if she believes a child may need protection, and is able to identify the physical and emotional signs of abuse of a child. The childminder has a robust procedure in place to follow if any person makes a complaint. The childminder understands the welfare requirements of the Early Years Foundation Stage, and has good policies in place to ensure that she keeps children safe and secure. The childminder ensures that all persons aged over 16 living in the household are checked. As a result, children in the childminder's care are looked after well, and are able to play in a secure and homely environment.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. The childminder reflects critically on her professional development and accesses local authority training and updates. This helps the childminder to further understand how children learn and develop. She is well organised and through her comprehensive understanding of all the learning and development of children, she is able to support them by providing an efficient and fully inclusive setting. She monitors the educational progress of children to ensure they learn in a detailed, varied and efficient way, enabling them to make good progress towards the early learning goals. The childminder attends local toddler groups where she meets with other childminders to exchange good practice, and uses her local authority quality advisor to support her work. The childminder has a good understanding of her practice through a detailed self-evaluation, and highlights areas which she would like to improve to enable her setting to develop.

The childminder works in partnership with other agencies. She knows how to contact relevant organisations for assistance and advice. The childminder's knowledge of

transitions enables her to help children who move into the area or attend more than one setting. This allows her to fully enhance her provision and support each child by gathering information to further extend the learning and development for each individual. The childminder is fully committed to providing a high quality flexible service to parents, which meets the needs of all the children in her care. She liaises with parents daily and invites them to share home learning through ongoing dialogue. The childminder meets with them periodically to discuss their child's development and ensures she works in partnership with them. The childminder uses the views of parents to critically evaluate her setting and this information is used to further the development of individual children in her care. As a result, children make good progress towards their next stage of 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

<b>Unique reference number</b>	EY467809
<b>Local authority</b>	Bury
<b>Inspection number</b>	934034
<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>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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