

Inspection date	30/01/2014
Previous inspection date	04/07/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 has a secure knowledge of how children learn and provides a varied educational programme, with precise assessment and planning for individual children. Consequently, children consistently make good progress in relation to their starting points.
- Children are happy and secure because they have formed strong emotional bonds with the childminder who knows them very well. This means that each child's needs are effectively met.
- Arrangements for safeguarding children are well embedded and clear policies and procedures are implemented consistently.
- There are strong partnerships with parents and other early years providers which ensures that children receive consistency and continuity in their learning and development.

It is not yet outstanding because

- The very good opportunities for children to enhance their knowledge and understanding of people and communities have yet to be fully extended, in the wider context of the local environment.
- The childminder has not yet fully considered using photographs of families, significant people and places in children's lives to enhance the settling in process and further develop their sense of belonging.

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 children's activities in the playroom.
- The inspector held discussions with the childminder and talked to children throughout the inspection.
- The inspector checked evidence of the suitability of the childminder.
The inspector looked at various documents including a sample of policies and procedures, planning, observation and assessment systems and children's individual learning records.
- The inspector took account of the views of parents from written statements.

Inspector

Julie Kelly

Full report

Information about the setting

The childminder was registered in 2004 and lives with her partner and one child aged nine years in a house in Failsworth, Oldham. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The whole of the ground floor of the house and one bedroom upstairs are used for childminding purposes. There is a secure rear garden available for outdoor play. The family have a pet rabbit.

The childminder occasionally works with her partner who is an assistant. There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions.

The childminder operates from Monday to Friday from 7am to 5.30pm all year round, except for family holidays. She is able to take and collect children from the local primary school. The childminder holds an early years qualification at level 3.

What the setting needs to do to improve further

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

- enhance the arrangements to help all children settle quickly in the provision as they prepare for new experiences, for example, by displaying photographs of family, significant people and places in their lives within the environment
- extend opportunities for children to enhance their learning about people and communities, for example by walking to the library, shops and local places of interest.

Inspection judgements

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

Teaching techniques are strong and rooted in the childminder's very good knowledge of child development and the Early Years Foundation Stage. As a result, children's individual needs are well met and they make consistently good progress in relation to their starting points. The environment is stimulating and well organised to promote children's natural curiosity and develop their independence skills. For example, toys and resources are stored in boxes located on the floor to enable children to self-select resources and choose what they want to do. Children initiate their own learning through exploration and investigation and the childminder uses her skills, experience and knowledge to extend

their learning and development. For example, babies confidently explore the environment and crawl rapidly to the resources that particularly excite them. They squeal with excitement as they delve into a box to seek out their favourite car.

The childminder places high priority on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. As a result, children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning and eventually, school. For example, the childminder teaches children to share and take turns and cooperate with each other as they play. Their learning is further extended as they visit local groups when they learn to socialise with children and adults away from the childminder's home. The childminder skilfully helps children to develop their communication and language skills as she role models new words and uses repeated phrases to extend their vocabulary. She effectively uses stories, songs and rhymes to enhance their attention and listening skills. The childminder successfully and intuitively 'tunes in' to babies attempts to communicate through facial expressions and gestures and repeats the sounds they use to enhance their understanding of two-way conversation. The childminder provides children with a wide range of opportunities, activities and experiences to promote their physical skills. For example, babies enjoy the freedom and space indoors to move, stretch, crawl and cruise along furniture. The childminder encourages them to move as she places toys that excite them just beyond their reach. Older children develop large muscle control and coordination as they have opportunities to ride wheeled toys, climb up steps to the slide and use balancing equipment. Children learn about the world around them because the childminder teaches them about similarities and differences between people. She provides a range of multicultural resources, such as books and jigsaws to further promote their learning. However, even more opportunities for them to enhance their knowledge and understanding of people and communities within the local environment have yet to be fully established.

Observation and assessment is accurate and precise and as a result, the childminder has a very good knowledge and understanding of each child's current developmental stage and can plan effectively for their next steps in learning. She gathers detailed information from parents on entry about children's abilities and development which she then uses as a starting point for planning for future learning. The childminder effectively uses a computer software application to record observations and assessments, plan for next steps in children's learning and share information with parents. Furthermore, parents are able to add their contributions to assessments and provide valuable information about what their children have been doing at home. This ensures that parents are kept fully informed of their children's progress; the childminder is able to build on children's learning at home and in addition help parents to continue to support their children's learning. Each child has an individual profile stored securely on a laptop which contains spontaneous, significant learning, detailed narrative observations and photographic evidence. This enables the childminder to accurately assess children's development and effectively track their progress so that gaps in learning are quickly identified and swiftly closed. The childminder has secure systems in place to support children with their transition to the next stage in their learning. She has forged close links with other early years providers in order to provide children with consistency and continuity of care and education. There are effective

systems in place for sharing children's developmental records which ensures that the children's needs are consistently well met.

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

The caring and sensitive nature of the childminder means that children form secure attachments and their emotional well-being is consistently supported. Babies are nurtured by the childminder who intuitively understands and responds to their physical and emotional needs. For example, they are cuddled and comforted and gently rocked as they begin to show signs that they are tired. As a result, babies and children are happy and content in the childminder's home, which has a significant impact on their learning and development. The childminder is full of fun and enthusiasm and this is reflected in the way children respond to her as they play and learn together. Babies and children spend quality one-to-one time with the childminder engaging in activities, such as sharing books, singing songs and confidently exploring the environment. For example, babies laugh, giggle and wave their arms excitedly with anticipation as they engage in tickling games.

The arrangements for supporting children as they move from home to the provision are carefully planned with parents, to meet each child's individual needs. Through close links with parents, changes are discussed and plans updated to reflect the alterations in the child's overall development. As a result, the vast majority of children quickly adapt to the environment and daily routines and confidently form new friendships. However, the childminder has not yet considered using photographs of children's families and familiar places in their lives as a resource to further enhance the transition process. Children engage in challenging and motivating tasks and develop a good level of emotional security. This means they can make the best of all activities in preparation for the next stage in their learning.

The childminder teaches children to be aware of the importance of healthy eating as she provides them with nutritious snacks and encourages them to try new foods and textures. Children have daily access to outdoor play to enjoy regular fresh air and exercise and the provision of quiet, cosy areas within the indoor environment give children opportunities to rest and relax. The childminder role models good hygiene practices and teaches children the importance of washing their hands before eating and after using the bathroom. As a result, children's health and hygiene is successfully promoted, which in turn has a positive impact on their physical and emotional well-being. The childminder teaches children about keeping themselves safe, both within the home and when on outings. She teaches older children about road safety and how to use the pelican crossings. The use of reins when out walking and seat belts in the car helps younger children to begin to be aware of their own safety. The childminder uses positive praise and clear guidance and boundaries to manage children's behaviour, which are appropriate to children's levels of understanding. She uses distraction techniques, talks calmly to children and offers alternative resources and activities to effectively manage any minor behavioural issues.

The effectiveness of the leadership and management of the early years

provision

The childminder places a strong emphasis on her responsibilities to keep children safe. The arrangements for safeguarding children are well embedded and she has a clear understanding of what to do and who to contact in the event of a cause for concern. Parents are given access to organisational policies on the computer software system including the procedure to follow should they have any concerns about the childminder or her associates. The childminder is highly professional and children's safety and well-being is at the heart of her good practice. She has a comprehensive set of detailed policies and procedures which are followed meticulously. The childminder guides and mentors the assistant to ensure that he also has a good understanding of the policies and procedures so that they are consistently implemented. Children's safety is further enhanced through the implementation of rigorous risk assessments and daily checks of the indoor and outdoor environment. Furthermore, the vigilance of the childminder, consistent supervision of all children and security systems such as locks on doors ensure that children can play and learn in safety. As a result, children's safety is effectively promoted.

The childminder has a secure knowledge of the educational programmes and consistent monitoring ensures that children experience a broad and balanced range of experiences that help them progress successfully towards the early learning goals. She demonstrates a good understanding of her responsibilities to meet the requirements of the Statutory framework for the Early Years Foundation Stage. Observations and assessments are accurate and precise and effectively demonstrate children's learning and development. The childminder is committed and passionate about her work with children and is fully aware of her strengths and weaknesses. Priorities for improvement are identified through the self-evaluation process and consistent monitoring of the environment, resources and practice. For example, the childminder introduced the computer software application to record observation, planning and assessment, to improve the sharing of information with parents about their children's learning and progress. She talks to children about their ideas and suggestions and seeks the views of parents through written feedback and daily discussions. The childminder is proactive at acquiring information from a variety of sources to improve her practice. For example, she works closely with other childminders to share good practice and information gained from training courses. In addition, she and another childminder observe each other's practice so that they can learn from each other through honest and critical reflection. This has a significant impact on enhancing learning outcomes for children.

Partnerships with parents and other early years providers are strong and make a significant contribution to meeting children's individual needs. This ensures continuity of care and learning and effectively supports children with the transition process. Parents are highly complimentary about the childminder and the service she provides. They state that children are very happy with the childminder; the environment is welcoming and homely and children make good progress in their learning and development.

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	EY298577
Local authority	Oldham
Inspection number	948048
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	04/07/2013
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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