

Inspection date	07/02/2014
Previous inspection date	14/01/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Good, gradual admission arrangements and effective partnerships with parents enable the childminder to recognise and support the individuality of children. Consequently, children are happy and settled. They feel safe as they form strong attachments to the childminder and his assistant.
- The childminder knows the children well and uses effective observations and assessments to plan interesting activities to target their individual learning. Consequently, they make good progress in their development in relation to their starting points.
- The childminder has a good understanding of how children learn. He has created a stimulating outdoor environment that enables children to investigate using a range of resources to extend their natural curiosity.
- Children's safety is supported by good quality risk assessments for the home and for outings, and by the childminder's effective knowledge of child protection procedures.

It is not yet outstanding because

- Children cannot easily help themselves to books and so are not fully encouraged to learn to handle them independently or read for pleasure when they want to, to fully support the development of literacy.
- Opportunities to support children in making independent choices about what they play with are not fully extended.

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 all areas of the house and garden used for childminding purposes and observed children's activities in the living room, bedroom and kitchen.
- The inspector held discussions with the childminder and his assistant at appropriate times throughout the inspection.
- The inspector discussed with the childminder how he intends to ensure the safety of children and questioned him about safeguarding procedures.
- The inspector discussed with the childminder how he intends to deliver the educational programmes for children.
- The inspector looked at documentation, including risk assessments, observations, assessments, children's records and a selection of policies and procedures.
- The inspector took account of parents' views from discussion and written statements.

Inspector

Kate Smith

Full report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He lives with his wife and three children aged 12, nine and one year in Tameside. The living room, kitchen and bathroom on the ground floor are used for childminding purposes along with upstairs bedrooms. There is an enclosed rear garden available for outdoor play.

The childminder operates all year round from 6.30am until 6.30pm with the exception of bank holidays and family holidays. There are currently 14 children on roll, of whom eight are in the early years age group, and attend for a variety of sessions. The childminder takes and collects children from local primary schools.

What the setting needs to do to improve further

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

- enhance children's enjoyment of books and reading for pleasure by ensuring that children can help themselves to books at any time
- review the provision of resources in the role-play area, to further enable children to express and develop their imaginative play, and to follow their own preferences and interests.

Inspection judgements

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

The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage. He has developed strong, effective relationships with parents and through gradual admission gathers information relating to children's starting points. This means that he obtains from parents information about what children can do at home and what they already know. The childminder and his assistant observe the children well, assess their development and plan appropriate next steps for their learning. He listens carefully to children and supports their play well, as he has a good understanding of how children learn. The childminder talks to young children at their level of understanding, asking relevant questions and sharing new words to extend their learning. For example, when singing action songs he asks children 'where are your shoulders?', 'what noise does a cow make?' and models the answers to support their understanding. He supports children with emergent communication skills by watching and responding to their gestures. For example, a young toddler hides behind a curtain and is thrilled when the childminder plays 'hide peep' as she peers carefully from behind it. She is secure in her

relationship with the childminder and laughs as she repeats this action. This means that the childminder is nurturing and responsive to children's individual play. When children tell the childminder that they want to look at their favourite books, he responds by sitting children comfortably, and giving them the book to hold. They turn the pages and comments on what they can see, demonstrating that they are engaged and enjoying the experience. However, children cannot easily help themselves to books and so are not fully encouraged to learn to handle them independently or read for pleasure whenever they want to. This means that their literacy skills are not fully supported.

The childminder gathers key words from parents with English as an additional language, to support the home languages spoken by children. He plans activities and provides resources which enhance children's understanding of other cultures. Young children enjoy investigating the results of their actions through cause and effect with simple technology toys. For example, they delight in using a toy kettle that makes bubbling sounds when they pour from it, as they make imaginary cups of tea for the childminder. He knows the children well and plans activities around children's interests. This means that they are engaged and motivated, as they take part in experiences that interest them.

Children's progress is tracked very well using a computer programme. Development records contain observations, assessments and clearly identify children's next stages in learning. Parents can see their children's learning journal online and are able to add comments and observations about children's learning in the home environment. This sharing of information means that partnership working with parents is effective in providing continuity in learning. The childminder and his assistant also spend time with parents at the beginning and end of the day discussing children's care needs and activities children have taken part in. Assessments of children's learning are shared regularly with parents. All children are clearly making good progress in their development from their starting points. The childminder has completed the progress check for children at age two. He understands well that it is a tool to support early intervention if required.

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

The childminder gathers information from parents about children's individual needs and offers a gradual admissions procedure. Parents share details about children's home routines and their likes and dislikes. The childminder respects these, which provides continuity of care and, consequently, children are happy and settled. Children feel secure and safe as they form strong attachments to the childminder and his assistant. Parents comment that their children enjoy spending time with the childminder and that 'he cares for them really well'. The childminder is sensitive to children's needs. For example, when they are tired he gives them a cuddle, and gives them their favourite book to look through. Children are relaxed with the childminder and are happy to cuddle into his arms, demonstrating that they have formed warm relationships with him. Children eagerly explore the safe and stimulating environment, demonstrating their curiosity and independence as they initiate their own play. The back garden is especially stimulating, and supports children's natural curiosity. This is because the childminder provides resources that enable children to explore and investigate the rich learning environment. He ensures that activities are available to all children and yet provides sufficient levels of

challenge to support individual progress in learning. For example, low-level dens and a tree house both provide small secure spaces to support children's communication skills. The childminder understands well the need to differentiate provision and stretch children's capabilities. Resources in the garden, such as the tree house, enable children to take acceptable risks as they learn to keep themselves safe climbing the ladder. Children play in the garden daily, visit soft play centres and use the equipment in the local park. This promotes their physical development and ensures they get plenty of exercise in the fresh air. Children develop their understanding of planting and where food comes from, by growing vegetables in the garden and then eating them. The majority of resources in the indoor and outdoor environments are stored at low level so that children can help themselves independently. The childminder rotates resources that are freely available for children to choose from, in order to provide new interest and challenge. However, sometimes, as children's interests develop, the toys freely available do not fully enable them to follow their own preferences. For example, when young children express an interest in shoes, the role play resources currently available to choose from do not include any dressing-up clothes to help support children's interest and imaginative play. Consequently, children's choices are not as effective as they could be, in supporting their own ideas and interests, due to the way the resources are rotated and stored.

The childminder uses effective risk assessments and good levels of supervision to support children's safety in the home, garden and on outings. Good hygiene practices help minimise the risks of infection and high standards of cleanliness are maintained throughout the home. Children learn about the importance of washing their hands when appropriate, supporting their self-help skills. Both the childminder and his assistant have up-to-date paediatric first aid qualifications, enabling them to take appropriate action, should it be needed, to promote children's health and well-being. The childminder provides healthy, home-cooked meals that meet children's individual needs. For example, he takes account of cultural requirements and supports babies being breast fed appropriately. This helps to aid continuity of home routines and support young children's security. Snacks of fresh fruit help children to make positive choices about what they eat from an early age. Young children are encouraged to feed themselves which encourages their independence.

The childminder acts as a positive role model for the children. He encourages them to share and take turns and to be kind to each other. The childminder reinforces positive behaviour through effective use of praise and appropriate use of distraction. Children are supported in managing their feelings and behaviour and, consequently, they play well together. Children learn to tidy toys away, counting as they pick them up. This promotes children's mathematical development and their understanding of respecting resources. The childminder uses playgroups and other community facilities to further support children's social development. This gives children the opportunity to mix with their peers and develop confidence to form friendships with other children. Consequently, they are acquiring the personal skills to support their move on to nursery and school.

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

The childminder has a secure knowledge of the safeguarding and welfare requirements and children's safety is well promoted. He uses extensive risk assessments to maintain a safe environment and minimise potential hazards for children in the home, garden and for outings. The childminder uses appropriate equipment, such as door gates, to help keep children safe. Parents are aware of the policies and procedures and these are implemented through effective practice. The childminder and his assistant supervise the children well, which enables them to independently explore the safe learning environments. The childminder demonstrates a good understanding of child protection procedures and is clear about the procedures to follow in the event of a concern. Clear and effective procedures are implemented to ensure the safeguarding and welfare of children, including clear guidelines on the use of cameras and mobile telephones.

The childminder and his assistant have a good knowledge of the learning and development requirements of the Early Years Foundation Stage. Individual, electronic learning journals include observations, annotated photographs and accurate assessments of children's development. Children's progress is tracked well and information about their progress is shared effectively with parents. Observations of children from home are added to the journal by parents, and demonstrate effective partnership working and supports continuity of learning for children. The childminder monitors the curriculum and he ensures that children enjoy a broad range of challenging activities. He plans meaningful learning experiences, tailored to children's individual needs, to support them making good progress towards the early learning goals. The childminder has attended regular training and has acted on recommendations made at his last inspection. This demonstrates a desire to continuously improve the service that he provides. The childminder is fully aware of the strengths and weaknesses of the provision. Priorities for improvement are identified through self-evaluation, and his development plans are achievable and meaningful. For example, he plans to develop his skills in supporting role play, to enhance opportunities for children to extend and elaborate their play ideas. The childminder is aware of the need to supervise and coach his assistant through continuous professional development. This further demonstrates the childminder's commitment to driving forward the high standards of his service.

There are currently no children on roll receiving support from outside agencies. However, the childminder is aware of the benefits of working in partnership with other professionals. He knows how to secure appropriate interventions to ensure all children receive the support they need. The childminder has developed effective links with local primary schools to help children settle into their new environment smoothly and to ensure consistency of care and learning for children attending other settings. Parents' views are gathered from verbal discussions and questionnaires. They comment that they are very happy with the service that the childminder provides.

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	EY411968
Local authority	Tameside
Inspection number	952463
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	14
Name of provider	
Date of previous inspection	14/01/2011
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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