

<b>Inspection date</b>	06/03/2014
Previous inspection date	20/06/2013

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

#### **This provision is good**

- The quality of teaching is good, with skilful use of questioning during play activities and careful listening to and responding to children's ideas, resulting in confident creative learners.
- The childminder successfully reviews her provision and planning for improvement is good to ensure that she meets children's care and learning needs well.
- The childminder ensures that children are safe within her home and on outings through the use of effective risk assessments and a secure knowledge of safeguarding children.
- Children receive the individualised support they need because the childminder works effectively in partnership with parents.

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

- There is scope to improve the presentation of some of the play materials to fully enhance opportunities for children to make independent choices in their play and know where things belong.
- There are fewer opportunities for children to extend their choices when playing outdoors.

## 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 activities and interaction between the childminder and the children during play.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at documents relating to the Early Years Foundation Stage provided by the childminder, including children's assessment records.
- The inspector conducted a joint observation with the childminder.

## Inspector

Joanne Ryan

## Full report

### Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in a house in Alkrington area of Rochdale. The whole of the ground floor is used for childminding. Children do not currently access the outdoor garden. The family has two dogs as pets. The childminder attends toddler groups and visits to the park on a regular basis. She collects children from the local schools. There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates for 48 weeks a year from 7.30am to 5.30pm, Monday to Friday. The childminder holds an appropriate early years qualifications at level 3. She 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:

- strengthen ways that enable children's independent access to the play materials, with particular reference to labelling the storage boxes to identify their contents
- extend the range of activities for the outdoors to further complement children's learning indoors and support their choices about outside play.

## Inspection judgements

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

The childminder skilfully observes children as they play, when they first enter the setting. Information gathered from parents and carers, alongside these observations, help her measure children's starting points. She continuously assesses children's skills and abilities and notes children's interests and development. As a result, planning is precise, meets children's emerging needs and children make good progress. The childminder completes the progress check for children aged two years and shares this and ongoing progress with parents. As a result, any gaps in children's learning are identified early, meaning intervention can be sought if necessary. Children are enthusiastic and confident in their play and are acquiring the skills, attitudes and dispositions they need to be ready for school or the next stages in their learning. The childminder shares children's experiences daily with parents which enables them to continue the learning at home.

The childminder plays alongside the children and is constantly encouraging them to talk and develop their vocabulary. For example, as they practice their dance moves she talks about them being 'ballerinas' and 'gymnasts'. The childminder asks open-ended questions to challenge children to think critically. For example, when making a mask with the

children she questions, 'How will we make the holes for the elastic?' and reads the instructions with the children to encourage communication and language development. The childminder places a strong emphasis on children's personal, social and emotional development as she encourages the children to care for each other and teach each other new skills which the children respond to positively. Children develop their physical skills as they dance along to the music and practise learning the technique required to tippie over which they competently master. Children go to the local park and school daily. However, there is scope to enhance the opportunities for outdoor play to enable children to develop in all seven areas of learning outdoors.

The childminder has a good knowledge of how children develop and learn. She provides a wide range of activities and experiences that give the children many opportunities for independent play and learning. Consequently, they are making good progress in all areas of their development. The childminder has high expectations of the children. For example, the children count to 10 easily so she encourages them to count higher to support their progress in mathematics. Children develop their creative skills as they make masks they use their imagination hopping around the room undertaking role play and pretending to be bunnies. Children confidently use technology, they independently get out a children's laptop and put on some music which they dance to and use a tablet computer to play early learning games.

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

The childminder knows the children well. She builds good bonds with them and they feel safe and secure in her environment. Through her deep understanding of their starting points, taken from parents, she can settle children quickly and encourage them to be confident, safe in the knowledge that she will support them. Children demonstrate they have a strong sense of belonging as they choose the resources they wish to play with and bring them to the childminder so she can join in their play. She supports the children in their play and gives them confidence in their ideas. For example, the children would like the childminder to go shopping with them and they have filled bags with shopping items. The bags are now too heavy for the children to carry. The childminder suggests they think about how they can solve this problem and when children suggest taking items out she gives them lots of praise which boosts their self-esteem.

The childminder ensures children remain safe through risk assessments, which ensures the environment is safe. She has considered all the potential risks to children and has shared these risks with parents. The childminder practises evacuations with the children and talks to them about the process to support them in learning how to stay safe. Children comment 'When there is a fire, we don't put our shoes on' which demonstrates they understand the procedures. Children are developing an understanding of healthy lifestyles because the childminder ensures they clean their teeth each day talking about why. Children are provided with healthy snacks and meals and remember the name of a new fruit which has just been introduced to them. They have access to fresh air daily and drinking water is freely available which supports healthy habits.

Children wash their hands independently before mealtimes which contributes to good

hygiene. The childminder prepares children emotionally for the next stage in their learning by ensuring they are confident and independent. She encourages them to put on their own clothing and to do things for themselves. The childminder has moved the resources into different rooms because she is undertaking renovation work to create a better environment for the children. Therefore, all the resources are not arranged as well as they could be and boxes are not labelled which means children do not know where everything belongs although they are happy to explore the boxes.

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

The childminder demonstrates a good understanding of her safeguarding responsibilities. She has an up-to-date policy, which outlines the procedures in place in the event of a safeguarding concern, which she shares with parents. The childminder has clear procedures in place for the safe use of mobile phones and digital cameras which further protects children. The childminder is vigilant with safety procedures and puts good procedures in place to help keep children safe from harm.

The childminder demonstrates an enthusiastic approach towards providing good quality care and education for all the children. She uses observations to enable her to track the children's progress from when they start to ensure they make good progress in all areas of learning. The childminder holds an early years qualification at level 3 and ensures she is fully up to date with her training and development. She reflects thoroughly on any training attended and uses it to improve her practice. For example, she developed her understanding of the observation, assessment and planning process. As a result, children benefit because she has used her enhanced knowledge to target teaching where it is needed the most. The childminder is an experienced practitioner and has a good understanding of using evaluation processes to monitor the quality of the educational programmes to support children's progress. This secure process has enabled her to address all the weaknesses identified at the last inspection.

Positive written feedback from parents validates the high quality service she provides for children. The childminder works with parents to create a consistent approach so children are able to reach their full potential. She understands how important it is to share information with other settings to ensure that children have the best possible outcomes for their next stage of learning. When children transition to school the childminder provides the parents and teachers with information on children's current stage of development which enables them to continue the learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY256676
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	927411
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20/06/2013
<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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