

Inspection date

Previous inspection date

20/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

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

- Children play confidently and happily in a welcoming and secure environment. The childminder has a comprehensive knowledge of how to manage any concerns about children's welfare.
- Partnership working with parents and other professionals involved with children is good and the childminder ensures that her planning for children's learning complements what children do in other settings, when this is needed.
- The childminder has a comprehensive knowledge of individual children through frequent observations leading to accurate assessment. She uses this to plan learning experiences that are matched well to their ages, stages and needs. Children therefore make good progress.
- The childminder demonstrates a strong commitment to continuous improvement by already making thorough evaluations of her practice and the learning environment, to support this.

It is not yet outstanding because

- Opportunities for older children within the early years age range to learn about reasonable risk when taking part in play to support their physical coordination have not been maximised.
- The childminder does not display other ways of communicating, such as, braille, musical notation and scripts from other languages in order to enhance learning about

diversity.

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 had a tour of the areas of premises used for childminding.
- The inspector checked the qualifications of the childminder, along with evidence of the suitability of adults living or working on the premises.
- The childminder's knowledge of areas, such as safeguarding and individual children's learning was ascertained by discussion.
- Samples of documentation related to children's welfare and learning were examined by the inspector, along with those used by the childminder when thinking about how best to enhance the childminding provision.

Inspector

Jennifer Kennaugh

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult son in the Alkrington area of Middleton, Greater Manchester. The whole of the ground floor is used for childminding purposes, which includes the lounge, dining room, playroom and kitchen. Bathroom facilities are also on the ground floor. There is an enclosed garden for outside play. The family has a pet dog. The childminder is a qualified teacher. The provision operates from Monday to Friday, all year round, from 7.30am to 6pm, with the exception of personal and bank holidays. Care is also available on either side of the school day. There are currently two children on roll, both in the early years age range, attending part-time for a variety of sessions. Support and advice is provided by 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:

- extend the opportunities for older children in the early years age range to take reasonable risk in physical activities and learning about managing this for themselves
- enhance the ways for children to learn about other methods of written communication such as braille, musical notation, scripts and languages as part of their understanding of diversity in how others communicate.

Inspection judgements

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

The childminder has detailed records to track children's progress in all areas of learning, and uses her own observations, along with information from parents, to assess children's starting points in learning. Parents contribute to the planning process by providing information about their child's interests and experiences away from the childminding setting both when children join and on an ongoing basis. This means that the childminder is able to make precise and effective plans for children's learning together using a wider range of information than only their own observations and assessments. The childminder monitors the breadth of the planning using the tracking record for each child, so that she can provide a balance of educational activities that cover all areas of learning for each child. Babies are observed to be offered a balance of both freely chosen play and adult-initiated activities. This means that they can freely select resources that interest them, as well as having opportunities to learn to sustain interest on ones led by the childminder. This helps babies to develop early skills needed to concentrate on more complex task when they are older, to support future learning being effective. The childminder sends

information about children's activities and progress home to parents regularly to keep them informed of their children's progress. She demonstrates a very good understanding of why it is important to match the frequency of reporting of progress with the rate at which children or babies are changing and developing. As a result, parents make comments, such as 'I don't feel I am missing out', regarding their children's development because of the detail of information, including photographs, that the childminder provides. Consequently, this supports effective partnership with parents, who can see the activities that have helped their children to learn and make progress.

Quality of teaching is at least good due to the childminder's extensive experience in developing speech and thinking in young children as a qualified teacher. She reads with great expression to babies in order to develop an early enjoyment of the spoken word and books. Babies are provided with age-appropriate activities to help them realise that they can make marks and cause an effect by their own actions. For example, babies are offered play with pasta and oats which they can move easily with their fingers in trays. This also supports their development of good manipulative skills, as they pick up the pasta twists to examine them using a 'pincer' grip between their thumb and first finger. The childminder introduces small toy animals to sustain interest in the activity by placing them in the mixture then showing how they can be moved to make marks. She says their names as the child handles them and corrects generalisations, such as if children say 'bear' when she asks them what they are. This supports building babies' knowledge of words and therefore their communication skills. For example, from knowing only one word to mean 'animal', babies hear many more, along with being shown the images that link to these. This helps babies to learn to recognise words and meanings, prior to being able to say them, and supports their later learning in literacy. Babies are offered collections of interesting objects to handle safely with their fingers and mouths. These include ones that the childminder knows are particularly interesting to them, such as ones that make a noise like bells and shakers. As a result, babies can develop their manipulative skills and enjoy early creative experiences by using simple resources to make musical sounds. This demonstrates how well the childminder begins to accommodate and plan for children's emerging interests when they are still very young, in order to motivate them to greater learning. The childminder counts as babies begin to stack cups. This is so that they hear number names early and begin to retain these ready for using when they are ready to understand their meaning. She encourages babies to have a go again on their own, when they use gestures, such as grabbing her hand and taking it to the cups to show her that they want her to do it for them. This supports development of self-reliance and confidence as skills on which to build future learning.

When the childminder provides care either side of a child's attendance at another setting, such as school or nursery, she plans activities complementary to their learning there, as well as providing resources that interest children, which they can choose from freely. This means that they can reinforce learning from school, as well as being able to relax by enjoying ones that they choose. For example, she makes sure that they can choose from a variety of materials for creating artwork including models. This means that they can gain an understanding of shape and space, as well as experiment with paint or other ways of making marks in order to support their creativity. The childminder uses their preferred activities, such as constructing a train track to enhance their learning in early mathematics. She numbers the track pieces so that children can learn to assemble them in

the correct order. As a result, children learn to think critically about whether they have the correct piece by looking at the numbers and then thinking about what they know about counting sequences. To support this, the childminder also displays numerals in the playroom, along with large amounts of text on both posters and as labels on resources. However, this good practice has not been enhanced by displaying other methods of written communication, such as braille, musical notation and the scripts of other languages in order to support learning about diversity. Children are given opportunities to use tablet computers and play simple games on them, which supports their learning in number and also in early literacy. The experience also familiarises them with the techniques required for using this type of information communication technology, such as hand to eye coordination and manipulative skills.

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

Parents are informed about their child's care on a daily basis, which promotes continuity between home and the childminder's care. Children are observed to be confident and secure in her care. For example, crawling babies explore the space and resources fully, vocalising confidently to the childminder due to their clear attachment to her. They use her as a physical object to hold onto as they practice walking independently to activities that interest them. The childminder provides plenty of reassurance, in order to maintain babies' emotional well-being when they show signs of being tired.

Resources are highly accessible to children as appropriate to their age and stage and this helps children and babies to make their own choices about what to play with. This supports their developing independence and self-help skills. There are daily opportunities for outdoor exercise as children have access to the rear garden and also walk to and from school. Some use is made of local playgrounds. Children therefore have opportunities to develop their whole body coordination, although the opportunities for them to learn about taking reasonable risk in their play have not been fully explored using all age-appropriate local resources. Babies are taken for pram walks in order to help them settle to sleep and to develop their communication skills by talking to them about what is seen while out. The childminder demonstrates a good knowledge of how to help babies to become progressively more mobile, as they strengthen their muscles. For example, she places toys just out of reach so that they have to stretch, crawl or edge around furniture to get to these.

The house is clean and well-maintained, with measures to promote children's safety and also to help prevent illness due to the spread of any germs. For example, the childminder uses safety gates across doorways to the kitchen and a storage room. The procedures for changing and disposing of soiled nappies are hygienic. Meals and snacks are nutritious in order to help children and babies learn to enjoy foods that contribute to maintaining a healthy lifestyle. A thorough knowledge of the children and families for whom she provides a childcare service enables the childminder to support the care and emotional needs of children well. She seeks information regarding children from their parents prior to them joining and this is used to help children to settle. The childminder also makes sure that she has recent information about any changes to babies' routines, as they rapidly develop. For example, the childminder is aware of when babies are likely to need naps based on

what they have done during a morning, and therefore when they are likely to need lunch. Permissions from parents are sought about a range of issues, such as taking photographs of children as part of observations, in order to work in partnership with parents regarding their children's well-being. The childminder is flexible with regard to starting arrangements for children when they join her setting, in order to support their emotional well-being, and this is planned on an individual basis for each child.

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

The childminder makes thorough risk assessments and safety checks, which are regularly reviewed and whenever needed. Consequently, children can play safely and freely on the premises and enjoy a variety of local outings. The childminder demonstrates a highly comprehensive knowledge of procedures to manage any concerns she may have about a child's welfare. Suitability of adults living and working on the premises is checked through Disclosure and Barring Service checks, in order to protect children. The childminder has a valid certificate in paediatric first aid, so that she can deal appropriately with any emergencies of this type. All documentation is completed in detail to support the safe and effective running of the setting, such as daily records of children's attendance. The childminder's practice is very well supported by the implementation of effective policies that underpin all aspects of children's welfare and learning.

The childminder demonstrates an effective knowledge and understanding of how children learn, along with the learning and development requirements of the Early Years Foundation Stage. Consequently, she provides good and sometimes better support for children's learning. As a result, children are prepared well for their future learning. The childminder receives visits and evaluations from the local quality team staff to monitor and support her childminding provision. She regularly asks parents and children for their views in order to evaluate and enhance the provision for children's welfare and learning. The childminder combines these with her assessment of her practice and knowledge in order to use the Ofsted tool for self-evaluation. Consequently, evaluation to inform continuous improvement is comprehensive in order to provide a good foundation for future enhancements to practice. The ways in which the childminder monitors the educational programmes, planning and assessment are effective in providing a balance of learning experiences that promote individual children's development. There are precise methods for recording children's progress, in order to make plans based on their observed needs, and narrow any gaps in their development. The childminder has already begun to work in partnership with other professionals and settings, such as to enhance the support for children's learning in specific areas which require more intervention to make their progress securely age appropriate. The childminder has a very good understanding of the importance of exchanging of information regarding children's progress, with any other settings they attend or move to. She has a robust understanding of why this contributes to enhancing planning and assessment for children's learning. Overall, the childminder's lengthy experience and qualifications in teaching provides a very strong basis for effective practice for children's 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	EY467466
Local authority	Rochdale
Inspection number	938662
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
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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