

**Inspection date**

03/04/2014

Previous inspection date

28/02/2011

**The quality and standards of the early years provision**

**This inspection:**

2

Previous inspection:

3

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**

- Strong relationships with parents help the childminder to recognise and meet children's individual needs. Consequently, children are happy and share a warm relationship with her. This strong attachment enables them to feel secure and confident to explore the activities provided to support their learning.
- The childminder has a good understanding of how children learn. She uses effective assessments to plan individual next steps in learning. As a result, children are making good progress in all areas of their development with her clear teaching techniques.
- Children have secure boundaries of expectation, as the childminder is consistent in her approach to helping them manage their feelings and behaviour. Consequently, they are very respectful towards one another and play well together.
- The childminder has a secure knowledge of safeguarding. She uses effective risk assessments to minimise hazards in her home and on outings, to maintain a safe environment for children.

**It is not yet outstanding because**

- Opportunities to support the youngest children in making independent choices about what they play with, are not fully extended.
- Information regarding children's starting points in their learning is not always gained on entry. As a result, the childminder is unable to use this information to enhance her planning at the start of the child's placement.

## 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 carried out a tour of the premises used for childminding purposes.
- The inspector held discussions with the childminder throughout the inspection.  
The inspector looked at a selection of documentation, including observations and
- assessments of children's learning, risk assessments, safeguarding procedures, self-evaluation and children's records.
- The inspector took account of parents' views from written statements.

## Inspector

Kate Smith

## Full report

### Information about the setting

The childminder was registered in 1990. She holds an appropriate early years qualification at level 3. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult daughter, in a house in Denton. The whole of the ground floor and the upstairs bathroom are used for childminding. There is a rear garden for outside play. The family has a cat and four rabbits as pets. The childminder visits the park, local activity groups and places of interest on a regular basis. She collects children from the local schools. There are currently 14 children on roll, three of whom are in the early years age group, and attend for a variety of sessions. The childminder operates all year round, from 6.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays.

### What the setting needs to do to improve further

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

- develop the organisation of resources to further enable children to express and follow their own preferences and interests, for example, by displaying pictures as well as words, on storage boxes that contain toys and resources
- enhance the information obtained from parents when children start by consistently finding out about children's starting points in each area of learning, so that the planning of appropriate activities can be fully supported.

## 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 Statutory framework for the Early Years Foundation Stage. She observes children well, and plans activities that are interesting. Consequently, children are motivated, and their development is challenged across all areas of learning. They have fun and are happy as they play, taking part in experiences that they enjoy. The childminder is skilled at supporting children's play. This is because she has a good understanding of how children learn. The childminder follows their interests and extends learning opportunities by asking appropriate questions to challenge their thinking. For example, children build a 'windy castle' of interlocking blocks, and want to incorporate play people to sit on the top. They connect one, but then choose a figure from a different set of toys, that will not interlock with the bricks. The childminder encourages children to think about why it does not fit. She then turns the figures upside down to show children the differences that one has a connector and one does not. The childminder encourages children to persist and try new ideas. For example, children independently choose to play with jigsaw puzzles. They

concentrate as they try and fit the correct piece into each hole, but become a little anxious as the last one will not fit. The childminder reminds them gently a number of times, to 'turn it round a tiny bit'. Children then delight in their effort, as they complete the puzzle saying 'I did it'. Then without any prompting, they thank the childminder. This means children are gaining in confidence, and use the emotional security from the childminder, to become independent learners. Consequently, they are well prepared for their next stage of learning.

The childminder is skilled at supporting children's language development. She asks appropriate questions to support their thinking, and ensures that she gives children sufficient time to formulate their response. For example, children use their imagination as they play with cars and play figures on a large mat, marked out with roads. The childminder uses the opportunity to talk to children about road safety. She uses sentences and leaves gaps for children to complete the missing word. For example, children are enthusiastic to tell her that cars driving on the road are 'dangerous' and that they need to 'stop' before people cross the road. The childminder reads stories to build children's vocabulary, encouraging children to join in with repeated refrains and to name the animals. She encourages children to touch and count objects, which enhances their mathematical development.

The childminder keeps accurate, detailed records of children's learning and development. She uses annotated photographs and written observations of children's play, to document what activities they have taken part in. The childminder assess children's development well, and uses this information to plan appropriate individual next steps for learning. She tracks children's progress each term, and shares this information with parents to provide opportunities for continuity in learning. The childminder has a good understanding of the progress check at age two. She has completed detailed progress reports and shared them with parents, to support their understanding of whether their children's learning is developmentally appropriate. The childminder understands how to seek support from other professionals to help children's development, if required. Parents share information with the childminder about their children's interests. The childminder builds on this effectively to enhance children's ongoing learning, by providing complementary activities and learning experiences. This means that parents are engaged in their children's learning. However, when children first attend, procedures to encourage parents to share information about their children's starting points in learning are less successful. This means that the childminder is unable to consistently use this information to enhance her planning at the start of the child's placement.

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

The childminder builds strong, effective relationships with parents. She gathers information from them about their children's individual home routines and respects this well. This means that children settle quickly and feel secure. Children form close attachments to the childminder, as they respond well to her warm and loving approach. This means that they are happy and demonstrate a sense of belonging. Consequently, this gives them the confidence and security to explore the safe, learning environment the

childminder provides. Resources in the living room are at a low level, which means that children can make some independent choices about their play. The childminder has a wealth of resources stored in a large cupboard underneath the stairs. Children are unable to see these clearly, due to the way they are stored. Similarly, not all the resource boxes contain pictures as labels, which means that children are unsure of their contents. The childminder responds well to children's requests for additional resources, demonstrating that she follows their interest. For example, children say 'I want the engine one, can you get it out from the cupboard, please'. However, this means that children who do not yet have effective communication skills are less able to independently express and follow their own preferences and interests.

The childminder acts as a good role model to children. This is because, she uses good manners at all times and helps children to understand how to manage their feelings and be kind to one another. The childminder encourages children to share resources. She has consistent boundaries of expectation and children respond well. For example, children thank each other, when they are given a toy, to take their turn. Consequently, children play well together. The childminder uses praise effectively to boost children's self-esteem. She uses appropriate explanation to help children understand the impact of their actions. For example, children are making carriages out of building blocks, to join together into a train. One child connects his and is very keen to start to play with the train. However, the childminder explains that another child may become sad, if the train sets off without his carriage. Therefore, children wait, and they all contribute to the building. This shows that children listen carefully to the childminder's explanations, and are learning to be respectful towards one another.

The childminder maintains high standards of cleanliness and implements good hygiene practices to help minimise the risks of infection. She encourages young children to be independent where possible. For example, they are encouraged to feed themselves at meal times, and wash their own hands. This means that children are becoming increasingly independent, and learning about the importance of good hygiene. The childminder provides nutritious meals and respects parents' wishes, by adapting food provision to support children's individual needs. For example, to aid continuity of children's home routine, she warms up food that parents have provided. To help children make healthy choices about food, the childminder provides snacks of fresh fruit. Children play in the garden, learning to take appropriate risks, as they ride on scooters and climb up the ladder of the slide. This exercise in the fresh air supports their well-being and their physical development. Children learn to care for living things, as they help look after the pet rabbits. They visit local community facilities, such as the local library, to attend rhyme time sessions. This supports children's communication skills, and means they have the opportunity to mix with peers. Consequently, they are acquiring good social skills and gaining personal confidence, which will help support them when they move onto nursery and school. Parents comment that the 'personal safety of children is a priority' for the childminder. Good effective risk analysis of her home and for all outings helps to support children's safety. Children learn about how to keep themselves safe in the event of an emergency, by taking part in regular fire drill practices. The childminder teaches children about road safety as they walk in the local community, reinforcing what they have learnt about crossing the road when playing with the toy cars.

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

The childminder has a good knowledge of the safeguarding and welfare requirements. Consequently, children's safety is well promoted. Parents are made aware of the childminder's extensive written policies and procedures. These are implemented well, through effective practice, to ensure the safeguarding and welfare of children. Good levels of supervision and effective risk assessments support children's safety in the childminder's home and in the local community. The childminder has attended safeguarding training, and therefore, has a good understanding of child protection procedures. Consequently, she is aware of the correct procedures to follow, should she need to make a referral to help protect children from harm.

The childminder has a good knowledge of the learning and development requirements. She observes children's play well, and uses precise and accurate assessments to plan appropriate next steps for individual children's learning. The childminder tracks children's development over time, and monitors progress in their learning. This means that she is able to highlight any gaps in children's learning, and seek early intervention, if required. She understands well, that this would be done through effective, discussion with parents and referrals to other professionals. The childminder holds a relevant level 3 qualification, and uses her knowledge of how children learn, to provide a broad range of challenging activities. She monitors the curriculum, to ensure that children enjoy good quality experiences that enhance their individual development. Consequently, all children make good progress in their learning. The childminder keeps parents informed of their children's learning, through verbal discussion and shares written development records. Currently, children do not attend any other early years settings. However, the childminder understands the need to work closely with other providers when needed, to aid continuity in learning for children.

The childminder reflects on ways to continuously improve the service that she provides. This means that she evaluates her practice using a range of procedures. The childminder considers her strengths, and areas of her provision that she would like to further develop. This enables her to identify realistic priorities that are achievable. For example, she wants to further improve her knowledge of caring for children with special educational needs and/or disabilities. She has attended recent training and has acted on actions and recommendations made at her last inspection. This demonstrates that she is motivated to maintain improvement. Parents' views are gathered by verbal discussion and written comments. Parents are very positive about the service that the childminder provides. They say that children are 'happy and learning so much everyday'.

### **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>	312176
<b>Local authority</b>	Tameside
<b>Inspection number</b>	818938
<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>	14
<b>Name of provider</b>	
<b>Date of previous inspection</b>	28/02/2011
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

