

Inspection date	08/04/2014
Previous inspection date	Not Applicable

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

- Detailed observations and assessments are used well, to plan a varied educational programme. Children make good progress in their development, as they are engaged in stimulating activities that challenge their learning.
- The childminder has high expectations of children. As a result, they are confident in their abilities and behave well.
- Children are happy and secure, as they have strong and supportive relationships with the childminder. Good, gradual admission arrangements and effective partnerships with parents, enable children to feel safe and settled.
- The arrangements for safeguarding children are secure. This means, that the childminder follows effective procedures that promote their health and safety.

It is not yet outstanding because

- Arrangements are not fully in place to give parents opportunities to contribute information about what their children are learning at home. This means that the childminder cannot take this into account when planning her activities, to fully extend children's learning.
- Links with other providers of the Early Years Foundation Stage, have not been sufficiently established to share robust information about children's individual development. Therefore, continuity of learning for children who attend more than one setting, is not fully supported.

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 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult sons in a house in Failsworth. The whole of the ground floor, except the conservatory, is used for childminding. There is a rear garden for outside play. The childminder attends toddler groups, play centres and the park on a regular basis. She takes and collects children from the local schools. There are currently six children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. 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:

- increase the opportunities for all parents to consistently share information in relation to their children's learning at home, to inform future planning and fully extend children's learning
- extend the arrangements for sharing information and partnership working with other providers that children attend, in order to further support children's learning and development.

Inspection judgements

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

The childminder builds on children's interests and plans activities that she knows they will enjoy. This means that children are keen to join in the activities and are engaged in learning opportunities. For example, children delight in pretending to be pop stars, performing song and dance routines. This shows that they are becoming confident learners, as they develop their creative thinking skills. The childminder makes sure that activities are developmentally appropriate, by effective use of observation and accurate assessments. She uses this information well to plan appropriate, individual next steps for children's learning. The childminder tracks children's development over time, so she is able to monitor their progress across all areas of their learning. She uses this information to highlight any gaps and is well aware of appropriate procedures to seek additional support if required. The childminder has high expectations of children and, consequently, they are making good progress in all areas of their learning.

During gradual admission visits, the childminder gathers information from parents about their children's needs and interests. This means that she is able to plan appropriately to

support their initial learning and maintain consistency of care. The childminder shares information with parents about their children's learning, through discussion and detailed developmental records. These contain annotated photographs, written observations and assessments of children's learning. The childminder has completed the progress check at age two and shared this with parents. This means that they are well informed about their children's learning and whether it is developmentally appropriate. However, opportunities for parents to consistently contribute information about what their children are learning at home are not fully robust. This means that the childminder is unable to take this into account to plan complementary learning experiences, to fully extend children's learning.

The childminder supports children's communication skills well. This is because she listens to them carefully and affirms what they say. The childminder asks children open questions and gives them sufficient time to think about their reply. She introduces new words, such as castanets, to extend their vocabulary and demonstrates how to use them effectively. Children incorporate them into their flamenco dance with great enthusiasm, which supports their physical development and understanding of different cultures. The childminder reads stories and encourages children to retell the story to their peers. This means that their literacy skills are enhanced as they learn to handle books and talk about the characters. Children's early writing skills are developing well, as they form their own name. The childminder encourages them to write messages under the pictures they draw for people. Consequently, children give meaning to the marks they make and form some recognisable letters. Their mathematical skills are supported well, as they count confidently in their play and compare relative size. Children are acquiring good skills to support their future learning, when they move on to nursery and school.

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

The childminder recognises the individuality of children and knows them well. This is because she has gathered information from parents during settling-in visits about children's individual interests and their home routines. The childminder uses this knowledge effectively, providing continuity of care for children. Consequently, they respond well to her warm and affectionate approach, forming secure relationships with her. This means that children are very happy and settled in her care. Children spontaneously cuddle into the childminder's arms and draw her pictures with messages of affection they have written underneath. This shows that the childminder has extremely good relationships with children. She encourages them through effective use of praise, boosting their self-esteem. Consequently, children are developing self-confidence to become independent learners. Children eagerly explore the stimulating environment, demonstrating their curiosity and independence as they make choices about their play. This means the childminder supports them well in developing their own ideas and interests.

The childminder acts as a positive role model for children. She reminds them to use their manners and has clear and consistent boundaries that children respect. For example, when walking up the stairs, children are reminded to take off their high heeled dressing-up shoes, to support their safety. Children behave very well, and are encouraged to share and take turns during their play. This means they are learning to respect others and

manage their own feelings. The childminder uses local community facilities, such as playgroups, to support children's social development. Consequently, they develop confidence and friendships with other children. This means they are acquiring personal skills to help them when they move on to nursery and school. The childminder encourages children to tidy up, which helps them to understand about keeping the environment safe and respecting their toys.

During the daily routines, the childminder encourages children to be independent, by reassuring them to do things for themselves that are developmentally appropriate. For example, children wash their own hands, explaining that 'germs make you poorly'. This shows that the childminder is teaching children about how to keep themselves safe and healthy. Children are well supervised as they help prepare healthy snacks, by cutting up bananas and grapes. This means they are learning to take appropriate risks as they concentrate carefully, using a sawing action with the knife. Eating fresh fruit helps children make healthy choices about food from an early age. They feed themselves at mealtimes and are encouraged to put on the dressing-up clothes independently. The childminder supports children's good health through daily exercise in the fresh air. They visit local parks for exercise and learn about road safety as they use community facilities. Children visit soft play centres to develop their climbing and balancing skills, enhancing their physical development. They take part in regular fire drill practises so they become familiar with how to behave in an emergency. Children's emotional and physical well-being is well supported by the childminder.

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

The childminder has a good knowledge of the safeguarding and welfare requirements and children's safety is well promoted. She uses effective risk assessments for her home and for outings. This means that she minimises hazards and maintains a safe environment for children. This is supported by effective levels of supervision and appropriate use of safety equipment, such as stair gates and cupboard locks. The childminder maintains effective records for each child. She demonstrates a good understanding of child protection procedures and is clear about how to make a referral in the event of a concern. This means that she knows how to help protect children from potential harm. Robust policies and procedures are shared well with parents and are implemented effectively to support the safeguarding and welfare of children. For example, the childminder has completed the required record checks for both her sons, now that they are over 16 years of age. This means there are effective vetting procedures in place to support the protection of children.

The childminder demonstrates a good understanding of her responsibilities to meet the learning and development requirements of the Early Years Foundation Stage. She has a secure knowledge of observation and assessment and uses this well to plan effective educational programmes for all areas of learning. Children are motivated as they take part in meaningful learning experiences tailored to their individual needs. The childminder monitors the curriculum to ensure it is sufficiently challenging. She tracks children's development in all areas of their learning, as they make good progress towards the early learning goals.

The childminder has attended training and demonstrates a desire to drive forward continuous improvement to the service that she provides. She reflects on her own strengths and weaknesses and seeks the views of parents to support her practice. The childminder has set priorities for improvement and her development plans are meaningful and achievable. For example, she wants to incorporate into the garden an area dedicated to planting and growing vegetables. This will enable her to further enhance children's understanding of where certain healthy foods come from. Partnerships with other early years providers that children also attend are not sufficiently established. This means, that the sharing of information about their individual development, is not robust enough to fully support continuity of learning. The childminder keeps parents well informed about activities their children have taken part in and progress in their learning. She gathers parents' views through verbal discussions, daily diaries and questionnaires. Parents comment that their children are 'happy, and look forward to coming to the childminder's'.

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	EY429562
Local authority	Oldham
Inspection number	774235
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

