

## Inspection date

Previous inspection date

30/04/2014

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 safely and happily in a welcoming and secure environment. The childminder has effective knowledge and procedures to manage any concerns about children's welfare.
- The childminder has a comprehensive knowledge of individual children through regular observation leading to accurate assessment. She plans learning experiences that are correctly matched to their ages, stages and needs. As a result, children make good progress.
- Partnerships with parents are effectively maintained because they are kept well informed about their children's learning, and have routes by which they can contribute ideas and information to support planning for children's next steps.
- The childminder makes comprehensive evaluations of her practice to support continuous improvement. She seeks the views of parents in order to continually enhance the standard of care and learning that she provides for their children.

### It is not yet outstanding because

- The childminder has not yet maximised the sharing of information about individual children's progress with other settings they may attend in order to further increase precision of planning.

## 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

- A tour of the areas of premises used for childminding was made.
- 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, as well as documents relating to evaluations that the childminder makes in order to bring about continuous improvement.

## 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 husband and six-year-old son in Bolton, Greater Manchester, close to shops, schools and public transport links. The whole of the ground floor is used for childminding, which includes the sitting room, dining room/playroom and kitchen. Toilet facilities are on the first floor. There is an enclosed yard for outside play. The childminder provides care each weekday, all year round from 7am to 6pm, with the exception of personal and public holidays. There are currently seven children on roll, attending for a variety of sessions, of whom three are in the early years age range. The childminder is able to take children to and from the local nursery and primary school. She attends groups and visits local parks with the children. The childminder receives support from 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:

- enhance the links established with other settings attended by children in order to exchange more information about children's progress, to further increase even greater precision of planning.

## 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 solely her 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 covers all areas of learning for each child. Children are offered a combination of freely chosen play, outings and organised activities across the day. Therefore, they learn how to choose their own activities as well as having opportunities to concentrate on those led by the childminder. They also benefit from spending time on local outings, to learn about the immediate locality around them. The childminder shares children's learning records with parents regularly to keep them informed of their children's progress, and provides parents with the new plans made as a result of this, so that they too can become involved in their children's learning. Partnership with parents is, therefore, effective at supporting learning. The childminder has started to link with others settings children may attend although she is has not maximised this to

further enhance the precision with which she can plan for the future progress of individual children.

Quality of teaching is good. For example, the childminder makes effective use of interactions with very young children to extend their knowledge of words. She repeats words for objects in pictures when children point to them alternately, speaking clearly so it is easier for them to hear the differences in sounds, such as between 'dog' and 'duck'. She encourages children to select books and reads to them, to promote an early enjoyment of literacy, as well as helping children to understand that text carries meaning. The childminder provides resources, such as chalk, for even the youngest children to gain experience at making marks. This enables them to make an early start at developing the manipulative skills needed before they can later learn to write. She ensure that children have access to play with materials, such as, sand, water, dough and other 'messy' activities. As a result, children can learn to share resources with others as part of their social development and also enhance their manipulative skills. The use of this type of activity also provides opportunities for developing children's knowledge and understanding of words, especially descriptive ones.

The childminder provides age appropriate access to information and communication technology devices such as cause and effect toys for babies and tablet computers for older children. As a result, children develop some simple skills for using these, as well as reinforcing learning by playing simple games. Babies learn that their actions can produce an effect and how to select the correct one for this, such as by pushing knobs or turning buttons. The childminder incorporates learning about mathematical language into play for babies, such as by counting the number of strides they need to take to get to the back door to the yard. She also makes use of rhymes and songs to familiarise them with number names. The childminder makes good use of puppets to enrich song and rhyme times at home, as well as using them to show change in number. Babies are offered mirrors to help them develop a sense of self, as well as learning about the names of facial features, with the childminder's help. The childminder supports children to develop an awareness of diversity in the local area by providing learning experiences about the festivals and events celebrated by different cultures and religions. For example, children participate in creative activities regarding Chinese New Year and Eid. This also supports development in their communication and manipulative skills.

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

Children learn how to manage their feelings and behaviour effectively because the childminder is skilled in managing the behaviour of very young children. For example, the childminder distracts children who are finding it difficult to share by offering other resources that she knows they like or by having extras of some popular items. The support for children to develop effective personal hygiene also helps them to be independent. For example, the childminder encourages toddlers to move their bodies during nappy changes in order to help her do this more easily. Artwork created by children is displayed in order to enhance their self-esteem and a sense of achievement. Parents are kept well informed about their child's care, learning and activities, to promote continuity

between home and the childminder's care using daily diaries and verbal feedback.

The range of resources on the premises is comprehensive and highly accessible to children. As a result, this helps children to make their own choices about what to play with and extends their independence. It also means that children can make greater use of their own ideas as they can choose how they combine them to best support their play. Children have daily access to the rear yard and also local parks and playgrounds to play games, along with walks to collect other children from local schools. This means that children have frequent opportunities to learn about taking reasonable risk in physical play, with careful supervision. The childminder makes good use of the yard space to play games with walking babies, to encourage their development in communication, social and physical skills. For example, she and the children roll a large ball to and from each other so that children learn to respond to others, take turns and coordinate their movements to roll the ball accurately. Children also learn to enjoy exercise as part of a healthy lifestyle. The childminder also provides activities to develop very young children's whole body coordination in the playroom when weather is poor. The premises evacuation procedure is carried out with the children in order to familiarise them with this in the event of it being needed. The premises are very clean and well-maintained, with thorough measures to promote children's safety, such as, carbon monoxide sensors, corner cushions on tables and several safety gates. The childminder ensures that the play areas and those for food preparation are very clean to reduce the risk of cross-contamination. The nappy changing procedure is hygienic to prevent the spread of germs during this. The childminder provides home prepared meals and snacks for children to support them having a balanced diet. There are healthy options, such as chicken with a variety of vegetables. Children are encouraged to feed themselves to enhance their independence whenever possible and to also improve their manipulative skills by handling age-appropriate spoons or finger foods. Children are observed to show sensitivity to others when they become upset, such as by giving them a gentle hug. This demonstrates learning about the feelings of others from and early age, as part of their development of social skills.

The childminder has a good knowledge of the children and families for whom she provides a childminding service. As a result, she can address the needs of children well to support their physical and emotional well-being. The childminder seeks detailed information from the parents about their children prior to joining in order to help children to settle rapidly. She then has a comprehensive knowledge about their routines and preferences, as well as about their health. The childminder also asks parents to provide a small bag of objects from home that are important to the child, in order to make them settle quickly and feel at home. The childminder provides copies of her policies and procedures for parents to read, so that they are aware of how these are implemented to support good standards of care and learning for children. Arrangements for children joining her setting are very flexible, in order to support their emotional well-being. Also, this is planned on an individual basis to ensure its impact. Babies are observed to be very confident and secure in her care. They explore the space and resources fully, and vocalise confidently, showing a very good attachment to the childminder.

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

## provision

The childminder makes thorough risk assessments and daily safety checks for the premises, which are regularly reviewed. Therefore, children can play safely and freely, and participate in outings, such as to local Sure Start centres, to enhance their first-hand learning experiences. The childminder has a thorough knowledge of the procedures required 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 processes, in order to protect children. A visitor's book is also used to record who enters the premises when childcare is ongoing. The childminder has a valid certificate in paediatric first aid, so that she can deal correctly with any emergencies of this type. All documentation is completed in detail to support the safe and effective running of the setting, including the daily records of children's attendance and any accidents. The childminder's practice is very well supported by the use of policies and procedures which 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 Statutory framework for the Early Years Foundation Stage. Consequently, she provides good support for children's learning and they are very well prepared for their next steps in learning. The childminder recognises the importance of regularly asking parents for their views in order to further enhance the provision for children's welfare and learning. She makes use of both written and verbal means to seek parents' opinions on areas, such as the methods of communication used with them to exchange information about their children and any activities that they would like to see provided. The childminder uses the Ofsted tool for evaluation along with associated guidance in order to plan the next steps for enhancing her childcare. For example, she identifies aspects of practice where she would like training, such as gaining a greater knowledge of how to teach phonics, in order to better support children's learning in literacy and communication skills. The ways in which the childminder monitors educational programmes, planning and assessment are effective in providing a good 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 understands the importance of working with other professionals with parents' permission to secure additional support for children when this is needed. She understands how working with information from other settings attended by children can contribute to enhancing planning and assessment for children's 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

<b>Unique reference number</b>	EY468614
<b>Local authority</b>	Bolton
<b>Inspection number</b>	940709
<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>	5
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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