

Inspection date

09/05/2014

Previous inspection date

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 form close and warm relationships with the childminder. They are settled and secure because they are cared for in a positive and encouraging environment.
- The childminder has a good knowledge of how to teach children in her care and of their individual needs and interests. As a result, she plans appropriate and stimulating activities across the seven areas of learning.
- The childminder has a secure understanding of the safeguarding and welfare requirements. This ensures children are kept safe and their well-being is effectively promoted.
- The childminder has developed close partnerships with parents, especially when establishing children's interests, which makes a significant contribution to the settling-in procedure. Consequently, children are settled and happy.

It is not yet outstanding because

- There is scope to develop a wider range of resources involving natural materials, so that children can investigate and experience things with all their senses.

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 children engaging in a variety of activities.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and a range of other documentation, including evidence of suitability and qualifications and the childminder's self-evaluation.

Inspector

Nicola Eyre

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 in a house in Middleton. The whole of the ground floor, one bedroom, the bathroom on the first floor and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the park on a regular basis. She collects children from the local schools and pre-schools. There is currently one child on roll, who is in the early years age group and attends for a variety of sessions. She operates all year round from 7am to 6pm, 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:

- enrich opportunities for children to investigate using all their senses, for example, by providing a wider range of natural everyday objects for babies and young children to explore.

Inspection judgements

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

The childminder has a good understanding of the Early Years Foundation Stage and how children learn. She is aware of the importance of providing activities based on children's interests and therefore, the childminder seeks to know the children in her care well. This is gained through observing children in their play, discovering the activities that they enjoy and tracking their achievements and the progress they make. Information is also gathered from parents when they start at the setting about the child's learning so far. As a result, the childminder has a good, informed picture of the child's individual interests and needs. Consequently, she provides them with a range of planned and freely chosen play experiences across the seven areas learning. This ensures children make as much progress as they can towards the early learning goals and supports their future learning well.

The childminder provides a welcoming and child-friendly environment. Toys and resources are presented within reach and children are encouraged to make choices over their play. Therefore, children's independence is promoted from an early age. There is a large amount of resources available and the childminder differentiates activities to support individual needs. However, resources do not include a wide range of natural materials and everyday objects that children can explore with all of their senses. This is particularly important in helping babies and young children to explore the world around them. The childminder effectively promotes young children's physical development. For example, they learn to shuffle and move themselves to reach toys as the childminder lies next to

them and gives them support and encouragement. The childminder sings songs and uses props to support very young children to become involved. As a result, children are engaged in the activities provided. Children's speaking and listening skills are promoted well. She supports the language acquisition of very young children by talking clearly to babies and labelling items in their environment.

The childminder has good relationships with parents. She encourages them to share information about their child's learning when they start at her setting. Through their daily discussions, they work together to meet the needs of the child. For example, by using the same methods at home and in the setting to support a young baby to be content with not being held all the time. The childminder shares photographs and observations with parents. She also talks about children's learning and development, as well as their next steps, in her discussions with parents. Consequently, parents are kept informed about their children's achievements. The childminder supports children's learning at home by sharing with parents what has happened with her that day and encouraging them to continue activities at home. Parents' comment 'I am really happy with the childminder and the care she provides for my child'.

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

Children have formed strong attachments with the childminder and have a good sense of well-being. They are happy, confident and engaged in their play. Children readily smile and show they are happy during their play. This is because the childminder has a warm and friendly manner and takes time to find out about children's needs and interests from parents. Children and parents attend settling-in sessions at the childminder's home. This helps the child to become familiar with the childminder, as well as providing an opportunity for parents to share information with the childminder about their child's care needs and learning so far. As a result, the childminder has a good understanding of individual children's needs. This helps to promote children's sense of security as they make the transition between their home and the setting.

Good hygiene procedures, such as regular hand washing, are promoted and the childminder promotes healthy lifestyles through providing a healthy well-balanced diet and promoting exercise. Children enjoy cooking different recipes and the childminder uses these as an opportunity to support their understanding of eating healthy foods. The childminder takes children on regular outings to the park and around the local area. They attend a soft play centre and a group, which promotes children's physical development. These opportunities provide experiences for children to learn about risks in their local environment and support them in making calculated risks. For example, when using apparatus in the park or playing with different resources at playgroup and soft play centres, the childminder provides the space and freedom for children to explore while being kept safe through her supervision and support. As a result, children are developing an understanding of keeping themselves safe.

Children's behaviour is good because the childminder takes a consistent approach in her expectations regarding how they behave. She rewards good behaviour with positive comments and explains to children why certain behaviour is inappropriate, dependent

upon the age and stage of the children. The childminder enhances children's confidence and self-esteem by praising the children when they try hard or achieve. The overall atmosphere is one of calm, so children are happy and focused during their play. The childminder supports children to socialise with other children by attending regular sessions at different groups and meeting with other childminders on a regular basis. As a result, children are gaining skills and social confidence, which will support them in the transition to school.

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

Children are effectively protected from harm as the childminder demonstrates a secure knowledge of her responsibilities with regards to safeguarding them and the procedure to follow should she have any concerns. She has attended courses to support her understanding of child protection and help her in identifying signs of abuse. Children remain safe and secure in the childminder's care as she conducts thorough risk assessments of her home and outings. Appropriate records regarding accidents are also kept and parents are informed. A comprehensive range of policies and procedures, which are shared with parents, meet all the welfare requirements to support the safe and efficient management of the setting.

The childminder uses self-evaluation procedures to identify strengths and weaknesses in her setting. She identifies aspects of her practice that could be changed to support the needs of the children that she minds. The childminder involves the parents in these reflections and implements change accordingly. She then reflects upon the change to establish if it has further met the needs of the children. The childminder seeks parents input through their daily discussions and by assessing children's enjoyment and learning in the activities and resources that she provides. She asks children to contribute to her planning by asking what they would like to do and which activities they have enjoyed. The childminder shows a strong commitment to further training. She is currently undertaking her level 3 childcare qualification and she establishes any gaps in her knowledge and seeks support from reading on the internet. As a result, the childminder is always reflecting upon her practice and the changes she could implement to support the children who attend her setting.

The childminder is building positive relationships with parents of the children she cares for. Parents are complimentary about the childminder and they are happy with the care and teaching that she provides. The childminder communicates with parents on a daily basis and shares information about the children's day, as well as sharing children's learning and development both at the setting and at home. As a result, parents are aware of how their child is progressing in their learning and development. At present, the childminder does not care for children who attend another setting. However, through discussion, the childminder demonstrates an understanding of the importance of building partnerships and links with other settings when the time comes, to support children's transition and future 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	EY437989
Local authority	Rochdale
Inspection number	796601
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
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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