

Inspection date

Previous inspection date

11/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- The childminder provides children with an extremely stimulating environment and skilfully uses every situation to maximise their learning opportunities. As a result, children make excellent progress in relation to their starting points.
- The excellent and detailed summaries of children's progress indicate clearly the childminder's understanding of each child's individuality and development. This information, combined with parental knowledge, helps to ensure that all children have the opportunity to make the very best possible progress.
- The childminder is highly skilled and sensitive and helps children to form strong emotional attachments and feel very secure within the provision. This provides a strong foundation to enable them to develop their independence and motivates them to explore.
- The childminder demonstrates an excellent knowledge of her responsibility to ensure children are kept safe and protected from harm. The rigorous and extremely effective implementation of robust policies and procedures successfully promotes children's safety and well-being.
- Highly effective partnerships with parents, external professionals and other early years providers make an extremely strong contribution to meeting all children's individual needs.

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's activities in the playroom, kitchen and outdoor environment.
- The inspector held discussions with the childminder and talked to children throughout the inspection.
- The inspector checked evidence of the suitability of the childminder.
- The inspector looked at various documents including a sample of policies and procedures, planning, observation and assessment systems and children's individual learning records.
- The inspector took account of the views of parents from written feedback questionnaires.

Inspector

Julie Kelly

Full report

Information about the setting

The childminder registered in 2013 on the Early Years Register and on the compulsory and voluntary part of the Childcare Register. She lives with her husband, who is also a registered childminder, and child aged seven years in the Newbold area of Rochdale, Lancashire. The whole of the ground floor and bathroom facilities on the first floor are used for childminding. There is an enclosed rear garden available for outdoor play. The family has two dogs. The childminder provides care from Monday to Friday from 7am to 7pm all year round, with the exception of family holidays. Weekend and overnight care are also available by arrangement. The childminder supports children who speak English as an additional language. She takes and collects children from the local schools and pre-schools. There are currently four children on roll, three of whom are within the early years age group. The childminder receives support from the local authority. She holds an early years qualification at level 5.

What the setting needs to do to improve further

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

- broaden the links with more professionals and agencies to enhance professional development and knowledge even further.

Inspection judgements

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

The childminder provides a calm, nurturing and caring environment where young children can thrive and develop to their full potential. She is highly knowledgeable and enthusiastic and provides a rich learning environment where children's individuality is recognised and cherished. Consequently, learning outcomes are excellent for children. The environment, both indoors and outdoors, is highly stimulating, exciting and well organised to enable children to make independent choices about what they want to do. Resources and activities are chosen, planned and creatively used to maximise children's development across all areas of learning. Consequently, children are thoroughly engaged in planned, purposeful play that keeps them interested and motivated to learn. For example, unusual resources, such as door knobs, boxes that fit inside each other, bangles and hair bobbles, motivate children to learn to sort, match and count and learn to compare sizes.

There is an extremely sharp focus placed on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. As a result, children are exceptionally well prepared for the next stage in their learning, and eventually, school. Children develop excellent social skills because the childminder teaches them to play cooperatively, take turns, share resources, negotiate and problem solve when carrying out activities. The childminder regularly takes children to

places of interest in the local community, which helps them interact and socialise with children and adults away from the setting. She provides children with a wealth of opportunities to develop their communication and language skills. The childminder talks to children during their play, uses open-ended questioning techniques to develop their thinking skills and introduces new words to extend their vocabulary. The excellent use of props and puppets to link with songs and rhymes encourages children to listen and respond. Children immediately associate the star puppet with a favourite rhyme and enthusiastically join in with the actions. Those children attending who speak English as an additional language are extremely well supported because the childminder also speaks their home language. She accepts, values and praises words and phrases in children's home languages, says the English alternatives and encourages their use. As a result, children are confident and secure speaking their own language, which in turn provides a strong foundation to support their development of English. The childminder provides extensive opportunities for children to develop their large muscle control and coordination through visits to the nearby playground and parks and the local children's centre, when they have opportunities to ride wheeled toys, climb and use balancing equipment. Consequently, children's physical development is effectively promoted.

The childminder closely observes what children like to do and responds to their developmental needs by planning the resources, environment and activities to reflect their interests and next steps in their learning. As a result, children are thoroughly engrossed in their play, which keeps them motivated and eager to learn. For example, the childminder uses children's interests in aeroplanes and holidays to introduce new vocabulary, such as 'ticket', 'passport' and 'runway'. Each child has an individual learning record which contains observations of significant learning, samples of their work and photographic evidence of their achievements. Children's learning is positively enhanced because parents are fully involved in their children's learning from the point of entry into the setting. This provides excellent continuity for children. The childminder gathers detailed information from parents to establish what children can do, and builds on this by completing a baseline assessment to use as a starting point for their future learning and developmental needs. Parents can access their children's learning records at any time and are provided with a summary of their activities and progress on a regular basis. They are offered many opportunities to contribute to their children's assessment records and share significant experiences, interests and observations of their children's achievements at home. The childminder suggests simple activities that parents can share with their children at home, such as reading stories and singing rhymes. This provides excellent continuity for children. In addition, children enjoy taking the setting bear home for the weekend, and they write in a book where they have been and the activities they have done. This results in extremely strong links between home and the setting, and means that partnerships with parents are highly effective.

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

Children's emotional well-being is extremely well supported because they share very positive relationships with the highly skilled childminder who is caring and sensitive to each child's individual needs. Children play, laugh and squeal with delight and are full of fun and enthusiasm as they are fully engrossed in a painting activity with the childminder.

The childminder spends time talking to parents in detail about their children's likes, dislikes and daily routines and provides a highly effective settling in process to ensure every child feels especially secure. She is always nearby to offer support and encouragement, resulting in children being confident to try new things and fully participate in the high quality resources and exciting activities the setting has to offer.

The childminder provides opportunities for children to make choices in their activities but also, very importantly, provides a familiar routine which helps them feel safe and self-assured. This means that children settle quickly and confidently form new friendships. The childminder helps children to develop a strong sense of belonging and fosters their self-esteem as she praises them when they achieve a task. Children's artwork is attractively displayed on the walls, which results in every child feeling valued and respected. As a result, children's emotional well-being is extremely well supported. Children are given every opportunity to develop their independence and self-care skills. For example, they serve themselves at mealtimes and competently cut up their own fruit at snack time. Children are also involved in the preparation of meals, for example, they wash potatoes to eat at lunchtime. As a result, children gain the skills, abilities and attitudes that prepare them exceptionally well in readiness for school. The childminder is exceptionally skilled at managing children's behaviour. She is calm and patient in her interactions and acts as a good role model. The childminder provides clear and consistent boundaries and children devise their own 'golden rules' which are displayed on the door. This enables children to develop a sense of belonging as their ideas are valued and listened to. When the childminder reminds children of appropriate behaviour, children will say 'that's my golden rule' as they recognise it as their contribution. Consequently, their behaviour is consistently very good.

Children learn about positive eating habits and discuss healthy foods that help their bodies grow. The childminder provides children with healthy snacks, such as fruit and raw vegetables, and home-cooked, nutritious meals, such as fish cakes, hot pot, meatballs and Chinese food. Their understanding of eating healthily is further promoted as they attend weekly 'healthy eating' sessions at the local children's centre. The childminder has a thorough understanding of the importance of children having opportunities for physical exercise and fresh air and also that they need places where they can be quiet and rest. She provides cosy, comfortable areas indoors where children can look at books and relax. This enables them to be refreshed and make the most of the experiences available to them. Children are encouraged to brush their teeth after meals, which successfully promotes their understanding of dental hygiene. The childminder role models excellent hygiene practices, such as teaching children the importance of washing hands to remove germs. Each child has their own hand towel to reduce the risk of cross-contamination. The childminder talks to children about stranger danger and teaches them road safety rules when out walking. She teaches them to come to her if they see anything dangerous and not to pick things up off the floor. The childminder gently reminds children about safety in the house, such as walking indoors and tidying up resources so that they do not trip over them. Consequently, children gain an excellent understanding of how to keep themselves safe, and their physical and emotional well-being is exceptionally well promoted.

The effectiveness of the leadership and management of the early years

provision

The childminder gives safeguarding very high priority and is fully aware of her roles and responsibilities to ensure children are protected from harm. She has an excellent awareness of safeguarding issues, the procedures to follow and who to contact in the event of any child protection concerns. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out. Accurately maintained records also ensure children's welfare is meticulously protected. Security systems, such as locked doors and the vigilant vetting of visitors, including signing in and out sheets, ensure that children are kept safe from unwanted intruders. Comprehensive risk assessments are completed to the highest standard and include all areas of the premises, activities and outings, to ensure children's safety remains paramount. As a result, children's safety and well-being are exceptionally well promoted.

The childminder demonstrates an excellent understanding of how to facilitate children's development through her comprehensive knowledge of the Early Years Foundation Stage. Consequently, children's progress towards the early learning goals is significantly enhanced. Systems for monitoring educational programmes, individual planning and assessment are robust, so that children receive a rich and varied learning experience based on their individual needs. The highly precise systems for assessment mean that the childminder can implement early interventions to support children's learning, including the involvement of other agencies and professionals. Therefore, all children make rapid progress, including those whose starting points are below expected levels for their age. Consequently, no child is disadvantaged and the achievement gap is narrowing.

Self-evaluation is well documented and highlights the strong emphasis on maintaining high levels of achievement for all children. The childminder is totally dedicated to her work with the children and consistently strives to provide them with the best possible care. Strengths and areas for development are clearly identified, and targeted plans are in place to secure continuous improvement. Children and parents are involved in the self-evaluation process through questionnaires and discussions. Their views are actively listened to and ideas and suggestions are implemented. In addition, the childminder works with the local authority advisory teacher to reflect on her practice and the setting. She recognises that ongoing reflection is important to maintaining and improving the already outstanding provision, and is considering how best to do this to develop even further. The childminder is proactive in identifying her own professional development training needs and is keen to extend her links with other agencies and professionals to enhance her skills further. The training she attends is purposeful and carefully planned. This ensures it has a significant impact on enhancing children's learning outcomes and extensively supporting their individual needs.

Highly effective partnerships with parents ensure that children's needs are quickly identified and exceptionally well met. Children who require the involvement of external professionals are supported by the childminder at the highest level because of her outstanding understanding of the importance of partnership working. The childminder has very close links with other early years settings which children also attend or move on to. She works in partnership with teachers, takes children on visits and they attend events,

such as assemblies. In addition, the childminder shares information about children's progress and development to ensure continuity of care and education. This means that children are extremely well supported as they move on to school. Parents are highly complimentary about the childminder and the service she provides. They state that she provides home-made, nutritious meals and teaches children about the importance of a healthy lifestyle. Parents comment that children are safe and secure and that they make very good progress in their learning and development through a wide range of exciting activities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY469440
Local authority	Rochdale
Inspection number	949128
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
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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