

Inspection date

16/07/2014

Previous inspection date

09/10/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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

- The childminder has good teaching skills and a good understanding of the Early Years Foundation Stage. She plans purposeful play and a good balance of adult-led and child-initiated activities. As a result, children are making good progress with their learning and development.
- The well-embedded key-person system helps children form secure attachments and promotes their well-being and independence.
- The childminder has a good understanding of their responsibilities and the procedures for protecting children, and regularly refreshes their knowledge. The childminder implements robust safeguarding and child protection procedures, which ensures children are safe within the setting.
- Partnership arrangements with parents and other external agencies are well established and make a strong contribution to meeting the needs of the children.
- The childminder has a training plan in place, which supports her continuing professional development. As a result, she is improving her knowledge, understanding and practice.

It is not yet outstanding because

- There is scope to include more print in the stimulating environment to further extend children's rapidly developing literacy skills.

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 activities in the indoor and outdoor environment.
- The inspector held meetings with the childminder.
- The inspector looked at observation and assessment records of the children.
- The inspector checked evidence of the suitability and qualifications of the childminder, their self-evaluation and improvement plan.
- The inspector took account of the views and feedback recorded from parents.

Inspector

Suzanne Fenwick

Full report

Information about the setting

The childminder registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and four children aged five, 10, 11 and 19 years in Firgrove, Rochdale. The ground floor of the childminder's home is used for childminding purposes and a room on the first floor is used for older children. One of the first floor rooms is also used for sleeping babies. There is provision for outside play in the back garden and local park. The family has two pet dogs and a cat, which live in the house. The childminder provides care throughout the year, all week, from 7am to 9pm. There are currently five children under the age of eight, attending for a variety of sessions. Of these, one is in the early years age range. The childminder also provides care for children over the age of eight. She 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:

- introduce more print into the environment, such as, signs, labels and posters to further extend the children's early literacy skills.

Inspection judgements

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

Since the last inspection the childminder has extended her knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. The childminder's quality of teaching is now good. For example, children enjoy experimenting and exploring in the water area with different small world resources and filling and emptying water into different-sized containers. The childminder supports the children by repeating key words and modelling vocabulary and language. The indoor and outdoor environment is stimulating, exciting and well organised into areas of continuous provision, which are effectively linked to all the areas of learning and development. There is a range of resources which are accessible to all children, enabling them to independently select what they want to play with. However, the environment does not fully support opportunities for children's emerging literacy skills through exposing them to a variety of print. Children are learning through interesting and challenging activities, which have been purposefully planned to meet the individual needs of each child.

The childminder knows the children very well in this friendly setting and has a child-centred philosophy, which puts the child at the heart of what they do. The childminder takes responsibility for maintaining a development file for each child. This contains observations of the children throughout their time at this setting. The childminder has high

expectations for all children based on accurate initial assessments, which are gathered on entry and agreed with parents and ongoing assessments, which the childminder uses effectively to get to know the children's interests and learning styles. As a result, the childminder is planning next steps in learning, which are suitably challenging and meet the individual needs of each child. The childminder provides the children with a wide range of opportunities, activities and experiences to promote their physical skills. For example, the children have ample opportunities to play outdoors and enjoy the opportunity to use different materials to 'clean' the windows. The children enjoy watching the water as it trickles down the window and disappears.

The childminder is working effectively with the wider early years team in the local children's centre and primary school. As a result, the children are prepared for their next stage in learning. The children enjoy the opportunity to attend a variety of classes at the children's centre, such as, baby messy play and healthy little eaters. The childminder has established effective partnership arrangements with the parents and provides verbal and written feedback regarding the children's learning experiences. Parents are encouraged to review their children's development files on a regular basis and the childminder provides useful prompts for the parents to encourage them to promote their children's learning at home.

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

The key-person system ensures that children are making strong attachments and bonds with the childminder and that their emotional well-being is consistently supported. The process to help children settle into the setting is effective. New parents and children are invited in for an initial visit together. There is then a gradual admission for new children to ensure that the move into the setting is smooth. The settling-in period is tailored to meet the individual needs of each child and their parents, if required, to ensure that the child's individual needs are being met. As a result, children demonstrate that they feel safe and secure within this setting. Parents complete a registration form for their children upon entry, which provides the childminder with detailed and meaningful information on the children's care routines, health requirements, allergies, special dietary needs and food preferences.

The childminder adopts positive behaviour management techniques and provides the children with clear guidance and positive reinforcement on what is acceptable behaviour. Children are being supported to manage their own behaviour because the childminder explains to them the importance of tidying up when they have finished with an activity. As a result, children are demonstrating a secure level of understanding of the behavioural expectations, appropriate for their age, and demonstrate good self-control. The childminder supports children's emotional well-being through regular discussions about feelings and emotions, in particular, any fears or anxieties children may have prior to starting pre-school or primary school. As a result, children are beginning to understand their own emotions and feelings and those of others and are emotionally well-prepared for their next stage in learning. Children are learning to follow routines as they have time for play before snack and sleep time. The childminder is encouraging the children to learn

about keeping themselves safe through regular discussions about road safety during their walk to and from school. The children have also been visited by the fire service and police service. As a result, they are learning about safety and people who help us, as well as engaging with the local community. The children know how to take sensible and age-appropriate risks in their play as they are given a chance to engage freely in adventurous play, such as using climbing equipment at the local park. The childminder supports the children to learn to assess their own skills and match them to different environments.

Older children are progressing well as they are encouraged to be independent and manage their own personal care needs where appropriate. For example, the childminder encourages them to go independently to the toilet and wash their own hands thoroughly without needing to be prompted. She also encourages children to independently wash their hands before snack. The childminder supports younger children through explaining about hygiene. The childminder provides children with home cooked, healthy and nutritious food and ensures that all mealtimes are sociable. Older children are provided with the opportunity to help the childminder prepare snacks and meals. The childminder sits with the children while they are enjoying a selection of fruit and toast for snack. As a result, the childminder demonstrates the importance of healthy eating and uses this time effectively to talk to the children about the different foods which they are eating. Therefore, children are developing a good knowledge of different food choices. Children have access in all weathers to the outdoor area where they enjoy fresh air and daily exercise.

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

The childminder is astutely aware of following her mobile phone and camera policy to fully safeguard children. Following her concerns about the security of the use of electronic systems to share photographs, the childminder has reviewed this process and has stopped using social networking sites to share photographs with parents. She seeks consent from all parents to take appropriate photographs of the children and share them with their families. The childminder has a clear safeguarding policy and procedures. This meets the requirements of the Early Years Foundation Stage.

Considerable improvements have been made to the setting since the last inspection. The childminder has worked hard to address the actions raised for improvement, and this has helped to raise the overall quality of the setting. The childminder now has a good knowledge of safeguarding practice including the role of the Local Area Designated Officer and the circumstances when she would need to contact them. The childminder has attended appropriate safeguarding training, as a result, she is aware of her responsibilities and knows what to do and who to contact in the event of a cause for concern. Policies and procedures are concise and there is a safeguarding statement, which is made available to all parents. Risk assessments and daily checks of this setting are thorough, and include a risk assessment of the childminder's pets. Accident recording and reporting procedures meet requirements, which ensure that children are well protected within a safe and secure setting. Children are constantly well supervised to ensure they remain safe. Appropriate

checks are carried out on all adults living in the childminder's home. This ensures anyone having access to the children is suitable. The childminder has attended an appropriate first-aid training course and therefore is trained to deal with emergencies of this type. The childminder has in place records of the children attending and their attendance patterns; there is also a daily register where the childminder records the attendance of all children. The childminder has in place valid public liability insurance.

The childminder now has a good knowledge of the Early Years Foundation Stage and her responsibilities to meet both the welfare requirements and the learning and development requirements. There are effective systems in place for evaluating and reflecting upon activities, which ensures the childminder is maintaining a good quality of teaching. The childminder has a training plan which supports her to continuously improve her professional practice. The childminder regularly reflects on her practice and provision and is regularly setting targets for improvement and striving to achieve these to ensure that her setting is continuously improving. For example, she is in the process of making improvements to the outdoor area. Since the last inspection the childminder has been working closely with the local authority to ensure that she meets all the actions raised.

The childminder has a good understanding that developing strong relationships with parents and other external agencies has a significant impact on the children's learning and development and the care which she provides. The childminder builds and maintains partnerships with parents through taking time each day to discuss their children's learning experiences and achievements, as well as their care needs. Parents written comments speak highly of this setting and the childminder. There are effective partnership working arrangements between the childminder and the primary school in preparation for children making the move between settings. These are well-established and contribute to meeting the children's needs and preparing them for the next stage of learning.

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	EY409648
Local authority	Rochdale
Inspection number	980826
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	09/10/2013
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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