

Inspection date	18/08/2014
Previous inspection date	30/03/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Teaching is good because the childminder demonstrates a good understanding of how to promote children's learning. She has high expectations for their achievements. As a result, children's progress is good given their starting points and capabilities.
- Partnerships with parents and other providers, including school, are strong. There is good involvement by all parties to ensure children learn across all aspects of their development. Parents and their children are included in the childminder's self-evaluation procedures so that their views are reflected in ideas for future development.
- The childminder fosters close attachments with the children in her care. Consequently, children are well behaved. Transition arrangements and strategies used to support children's readiness for school, ensure children's confidence is enhanced over time.
- Risk assessments are robust and include checking children's safety in the indoor and outdoor areas and any outings off the premises. The childminder has a robust understanding of the safeguarding policies and procedures in place to protect children in her care.

It is not yet outstanding because

- The childminder does not always extend children's listening and understanding skills to fully maximise their communication and language development.
- The childminder does not always maximise opportunities for children to freely access the broad range of resources and equipment available.

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 scrutinised a range of documents, including attendance registers, risk assessments, self-evaluation records, the childminder's improvement plan and evidence of suitability and qualifications.
- The inspector observed activities in the indoor play areas and checked other indoor areas used by the children and the garden.
- The inspector conducted a joint observation with the childminder and held meetings with the childminder at various times throughout the inspection.
- The inspector took account of the views of children and parents spoken to on the day and acknowledged a range of recorded statements.

Inspector

Mary Henderson

Full report

Information about the setting

The childminder was registered in 1989 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult child in a house in the Failsworth area of Oldham, Greater Manchester. The whole of the premises and the rear garden are used for childminding. The family has a pet dog. The childminder attends toddler groups and visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools. There is currently one child on roll in the early years age group. The childminder holds a recognised early years qualification at level 3. She operates all year round from 8am to 5.30pm, 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:

- enhance children's communication and language skills further, for example, by minimising background noise so that children can hear and understand the communications of others more clearly
- develop the already stimulating environment, for example, by improving children's free access to the extensive range of resources and equipment, to further enhance and challenge their independent learning.

Inspection judgements

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

Children receive good quality teaching because the childminder has a good understanding of how to support children's learning and development. The childminder's meaningful interaction and high expectations for children ensure they progress well towards the early learning goals. Consequently, children are gaining the skills they need when they start school. The childminder has a clear understanding of the learning and development requirements of the Early Years Foundation Stage. As a result, children progress well given their starting points. Children are provided with a range of interesting activities through adult-guided and child-initiated play opportunities. However, some of the resources are stored on top of one another in a large cupboard. As a result, children cannot always make highly-informed choices during their indoor child-initiated play times. Consequently, challenge for children's learning is not always fully maximised at all times. The childminder supports children's skills in using tools as she supports them at the writing table. Here, the childminder uses open questions and demonstration to enhance children's communication, language and literacy skills. For example, older children are beginning to write their own name with support. Their literacy skills are further stretched

as they ask how to write the childminder's name and, with her support, have a go at writing this too. The childminder praises children for their achievements at every opportunity which gives them a good sense of belonging to the setting. At times, however, the childminder does not always turn off the background noise from the television. As a result, children's listening and understanding skills are not fully maximised by the childminder at these times.

Children's hand-to-eye coordination and dexterity skills are suitably fostered through their engagement in a variety of activities. Children like to line up sugar cubes to count and calculate the number when one is taken away or added. This supports their mathematical thinking very well. This also shows the childminder has a very good awareness of the importance of supporting the characteristics of effective learners. Children's interest in mathematics is further supported by the childminder who encourages children to count beyond 20 as they play with the magnetic fishing game. This and children's exploration of concave mirrors supports children's understanding of the world. Consequently, these activities also support children's readiness for school. Children enjoy a range of outings to places of interest. This includes walks in the local areas. Here, the children identify numbers on houses, talk about big and small as they compare cars with buses and they notice and talk about the natural world around them. Children also enjoy visiting the local shops where they buy ingredients to weigh out and mix to bake their own cakes and biscuits. This helps children explore time and cause and effect as they watch the baking process with the childminder. Children's interest in cause and effect is further supported as they explore various computer programs to make marks, explore shapes and follow simple instructions. This supports children's interest in information and communication technology. To enhance children's interest in the world and their local community they explore various festivals around the calendar year. Children's outdoor play provides opportunities for them to build on their physical development. Here they climb balance and ride their tricycles around the garden. This also supports children to take risks in their play under close supervision of the childminder.

The childminder identifies children's interests and assesses their learning through observations and assessments. This includes good input from the parents. Children's next steps are identified and shared with the parents to further support their understanding of how the activities supports children's learning and development over time. This, and daily two-way discussions, ensure parents are able to further support their child's learning in the home environment. Consequently, engagement with parents is fully fostered. The childminder discusses with parents of toddlers attending the setting the most suitable time to complete the progress check for children between the ages of two and three years.

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

The childminder fosters close emotional attachments with the children in her care because she provides a warm and caring environment. This helps children settle quickly with the childminder, enhances their positive relationships with their peers and supports their positive behaviour. The childminder provides praise throughout the day which ensures children's sense of esteem is fully fostered. Consequently, children develop a can do attitude. As a result, children's next steps in their learning, including their move to school,

are suitably fostered over time.

Children enjoy healthy food options during their snack times. For example, they visit the local garden centre, purchase small plants to grow in their garden, and harvest the tomatoes and apples for their snack times. This helps to give children a sense of ownership of their own foods and to develop an understanding of a healthy diet and lifestyle. Children know to wash their hands before eating and are given consistent messages about this through discussions, stories and posters displayed around the setting. Children have daily opportunities to enjoy physical activity, in the garden and on outings to local play barns and amenities, such as local parks. The childminder supports children's understanding of keeping themselves safe because she includes them in the evacuation practise of the setting and talks to them about road safety during walks in the local areas.

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

The childminder demonstrates a very good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. For example, she is aware of the Local Safeguarding Children Board contact numbers and knows what to do should there be a concern about a child in her care. The childminder has a safeguarding policy and procedure in place which is made available to the parents. She undertakes risk assessments in the indoor and outdoor areas and all outings undertaken by the children. This ensures children are kept safe. The suitability of all persons within the setting is checked. Consequently, this further fosters children's safety and well-being.

The monitoring of the teaching and learning programmes is good. This enhances children's learning across all areas of their development. The childminder ensures there is a continuing targeted programme for further improvement. She undertakes self-evaluation and ensures that all children and their parents are meaningfully included in the process. Consequently, children benefit from attending the childminding provision. The childminder is committed to continuous improvement. For example, she furthers her knowledge about how children learn as she reads an array of guidance documents on how to support children's development. This, alongside her previous experience of working with young children and her qualifications in childcare and education, enhances her already good awareness of how to support children's learning and developmental progression over time.

Partnerships with parents and other providers, including those at the local schools and nurseries, are effective. This ensures that everyone is working together to ensure each child is fully included. There is a broad range of information provided to parents. This includes displayed Early Years Foundation Stage information and free access to the policies and procedures that support the setting. Records are kept up to date by the childminder. This includes children's attendance register and the recording of any accidents, incidents or existing injuries to the children. These are signed by all parties and help the childminder monitor children's safety and well-being within and outside the setting.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	961239
Local authority	Oldham
Inspection number	819469
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	30/03/2012
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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