

Inspection date

18/08/2014

Previous inspection date

09/02/2011

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

- The childminder forms good relationships with children and shares regular information on their individual needs and progress with parents. Consequently, children are well cared for, very settled and parents are viewed as key partners in their child's learning.
- The childminder skilfully questions children during play and builds on their interests through well-planned stimulating activities. Therefore, good planning and effective teaching is matched to children's individual needs, age and stage of development. Consequently, children make good progress in their learning.
- Children are cared for by a competent, caring and dedicated childminder who has a strong passion to improve her provision and support children's well-being, learning and development.
- Children are very happy and feel secure with the childminder. She has a good knowledge of safeguarding procedures, which helps to keep children safe and well-protected.

It is not yet outstanding because

- Some role-play equipment is not readily available or easily accessible, enabling children to find what equipment they need to expand their ideas further.
- The childminder does not yet make full use of the garden space or natural, real equipment and materials, to further promote children's learning in the outdoor environment.

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 routines and activities in the living room and kitchen.
- The inspector looked at the childminder's training certificates and self-evaluation form, children's assessment records, learning journals and planning documentation.
- The inspector checked evidence of suitability of the childminder and household members.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection and from information included in written comments.

Inspector

Shirley Peart

Full report

Information about the setting

The childminder was registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, adult child and young child aged 15 years, in a house in Middleton, Manchester. The whole of the ground floor and the rear garden are used for childminding. The family have a pet dog. The childminder visits the local shops, parks and toddler groups on a regular basis. She drops off and collects children from the local school. There are currently six children on roll, five are in the early years age range and they attend for a variety of sessions. The childminding provision 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:

- further organise role-play equipment to enable children to find what they need, for example, by ensuring specific dressing up items are easily accessible when children want them so that they can carry out their ideas and intentions
- make full use of the garden space, to further promote children's learning in the outdoor environment by using more natural and real materials, such as sand, soil, streamers, metal pots and pans and wooden items.

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 learning and development requirements of the Early Years Foundation Stage. She plans a range of stimulating activities and outings to promote children's learning across the educational programmes, but also allows children to make their own choices. This means that their learning is also supported through child-initiated activities. They visit parks, go blackberry picking and make buns and they use toddler groups and Sure Start centres for art and messy play sessions. The childminder's planning is flexible and always built around the children's interests. This helps to keep children motivated and engaged in play. She extends children's enjoyment by following through activities. For example, by providing pre-printed pictures of favourite characters for children to colour in after a planned adult-led activity. However, some equipment, such as dressing up materials and outfits are not always easily accessible or available to enable children to fully follow through their ideas and intentions.

The childminder uses effective teaching strategies to help children learn as she skilfully questions them and builds on their interests through very well-planned activities. For

example, an adult-led activity to make 'moon dough' keeps children enthralled and interested as they join in enthusiastically to make the dough. The childminder encourages children to count out the spoons of flour and add the scented mixture and asks them to smell it. Children describe smells, such as 'minty-like ice cream.' When the mixture goes sticky the childminder asks children what they think they might need to add, thus supporting their critical thinking and understanding very well. The childminder encourages children to think about what kitchen tools they will need to use and to count in context. She uses mathematical language during conversation, such as 'How many more do we need' and 'Do you think we need to double it?' Once the dough is finished children eagerly make their snow scene. They use a tray, mould and roll the dough and the childminder provides further resources so that children successfully make their designs. They decide where they want things to go using the dough, tissue and sparkly paper. They line up small figures around the tray and tell the childminder that they are all having a party. Throughout the session the childminder and children have lots of lively conversations with each other. They talk about different places and holidays, children then try to find them on the world map. Therefore, the childminder listens to children, carefully observes them and uses effective questioning techniques during activities. This improves their learning and promotes conversation successfully. It also supports children's thinking and language skills and prepares them well for the next stage in their learning, such as the imminent return to a new class in school.

The childminder completes regular summaries on children's progress and she records observations and plans for their next steps in learning. For example, she knows that toddlers are advanced in their physical skills. Therefore, she plans more challenging activities for them, such as games that promote the use of their small and large muscle development, such as threading activities and by using equipment in the park. The children's learning journals are readily available for parents and contain lovely photographs and captions of their achievements. Although the childminder has not yet needed to complete the required progress check for children between the ages of two and three years, she understands how to do this and how to provide a summary for parents. The childminder builds good relationships with parents. She greets them warmly and welcomes them into her home when they drop off their children. They exchange a two-way flow of information so that they all work together well to meet children's individual needs. They also exchange regular text message and telephone calls to keep each other updated. Parents talk about what the children enjoy doing with the childminder and parents often build on this at home. For example, purchasing a toy kitchen when the childminder noticed toddlers spending time with this. Consequently, good engagement with parents supports children's learning very well.

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

The childminder provides a warm, welcoming and safe home. She has a good range of equipment, toys and resources. Children move around her home safely and choose what they want to do and which room they want to play in. Some planned activities, toys and displays in the garden promote children's enjoyment and learning, such as numbers on the fence and going for bug hunts. The childminder is also in the process of developing a water play area for younger children. However, she does not yet make full use of the

garden space, to further promote children's learning in the outdoor environment. For example, by using more natural and real materials such as sand, soil, streamers, metal pots and pans and wooden items. Children are involved in preparing their own snacks and dinners and they have regular drinks. They remember that when it was cold they enjoyed hot chocolate. The childminder reminds children of routines to keep them safe and healthy, such as when to wash their hands. They do this routinely after messy play and before helping to prepare their fruit kebabs. Children know that they should not touch their hair or nose after hand washing, thus demonstrating a good understanding of managing their own self-care and hygiene needs. The childminder also reminds children why they need to be careful when using the wooden skewer to make their kebabs. They competently add different fruits, such as fresh banana, strawberry, blueberries, oranges and grapes. The children also have plenty of fresh air and exercise. This further promotes their good health and ensures that they follow healthy lifestyles.

The childminder talks to children about safety rules and they wear high visibility jackets on outings with the childminders contact details. This helps to protect them further when they are out and about. Children behave very well. They are happy and content, busy and engrossed in activities. Older children know that they sometimes need to go to the 'thinking area.' This helps them to understand the effects their actions could have on others. The childminder would discuss any issues with parents and adopt the same strategies, with the aim of being consistent in managing children's behaviour.

The childminder completes initial assessments on children to establish their care needs and starting points. She asks parents to provide her with information on basic routines, such as how they like to sleep, if they have any special diets or allergies and what their favourite toys and activities are. Short settling-in periods are offered and 'All about me' information is gathered. This helps the childminder to meet children's individual needs and children to cope with a move from home to an unfamiliar setting. The childminder has lovely, warm relationships with children. They enter her home happily, leave their parents easily and fling their arms around her for cuddles. This demonstrates that they have formed strong bonds, which fully supports their emotional well-being.

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

The childminder has a good understanding of the welfare requirements of the Early Years Foundation Stage. She has a good safeguarding policy in place, which she has revised since attending further training. She has a strict mobile phone, camera and allegations procedure and carries out regular safety checks on her home. The childminder also understands what to do if she has any concerns about a child's care or welfare. She has all the contact details she needs should she need to seek advice or make a referral. Therefore, she clearly understands her responsibilities of how to protect children, which ensures that they remain safe.

The childminder regularly reviews and monitors her provision through thorough self-evaluation. She identifies her strengths, her own training needs and priorities for improvement. This also includes how she has addressed the recommendations from the

last inspection. She aims to do more planned physical activities with the children, such as obstacle courses, purchasing more books and possibly attending a quality assurance course. This has a positive impact on children's care and learning it also demonstrates that children's individual learning needs are very well supported.

The childminder is longstanding, dedicated, experienced and committed to her role and she clearly enjoys her work with children. The childminder is a popular choice with parents as they often choose to send their younger siblings to her. She shares her policies and procedures with them when they first take up a place and they are encouraged to take her written information and policies home to review and look at in their own time. Parents are pleased with the provision and state that the childminder is 'great.' Positive written feedback also indicates that the childminder provides a clean, safe and fun environment, and that communication has always been 'fantastic.' Parents also indicate that they would recommend the childminder to other parents. The childminder documents summaries of children's development and positive personality letters about the children. These are given to parents at appropriate times and can also be passed onto other settings that children may move onto. Consequently, children are successfully supported through good exchange of information with parents and other providers. This promotes coherence and consistency in 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. 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	316250
Local authority	Rochdale
Inspection number	876980
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	09/02/2011
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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