

Inspection date

Previous inspection date

19/08/2014

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

- Teaching is rooted in the childminder's strong knowledge and understanding of how to promote children's learning and development. As a result, children's progress is good given their starting points and capabilities.
- Partnerships with parents and other providers, including school, are very good. All parents and their children are included in the childminder's self-evaluation process, so that their views are fully acknowledged.
- The childminder fosters close emotional attachments with the children in her care. Consequently, children's behaviour is good. Transition arrangements and strategies used to support children's readiness for school, ensure their confidence is fully enhanced.
- Risk assessments are robust and include checking children's safety in the indoor and outdoor areas and any outings off the premises. The childminder ensures children in her care are protected because she has a robust understanding of the safeguarding policies and procedures to be followed.

It is not yet outstanding because

- The childminder does not always enhance children's listening and understanding skills to fully maximise their developing communications with others.
- The childminder does not always use highly effective questioning during children's self-initiated play times.

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: attendance registers, risk assessment, self-evaluation records and the provider's improvement plan, suitability and qualifications, the complaints log and a range of policies and procedures, which supports the service provided.
- The inspector observed activities in the indoor play areas and checked other indoor areas used by the children and the outdoor play areas.
- The inspector conducted a joint observation with the childminder and held discussions with the childminder 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 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged nine and 16 years in a house in the Failsworth area of Oldham, Greater Manchester. The whole of the ground floor of the premises, the upstairs bathroom and the rear garden are used for childminding. The family has a pet cat. 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 are currently three children on roll in the early years age group. The childminder operates all year round from 7.30am 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:

- support children's communication and language skills further, for example, by minimising any background noise, so that children can hear and understand the communications of their peers and adults around them more clearly
- develop very high expectations of children, for example, by increasing the use of open-ended questions during child-initiated play times, to build confidence, so that they continue to develop their already good skills in language and communication.

Inspection judgements

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

The childminder demonstrates a secure understanding of the learning and development requirements of the Early Years Foundation Stage. This ensures that the quality of teaching and learning is good. The childminder observes children in her care and encourages parents to keep her informed about their progress and learning at home. This information is then used effectively to assess children's progress and plan experiences that reflect their individual interests. Given their starting points, children progress well and are provided with a broad range of interesting and challenging activities within the setting. This helps children to progress well towards the early learning goals and gain important skills, which they will need when they start school. Children are provided with a range of interesting activities through adult-guided and child-initiated play times. This results in effective challenge for children's learning throughout the day. The childminder asks open questions while supporting children's directed play. However, at times, such as glue and stick activities, the nursery rhymes playing in the background are not turned off. Consequently, children's listening and understanding skills are not fully maximised by the childminder at these times. Also, during child-initiated play times, the childminder does

not always maximise children's already good language skills by continuing to use highly effective questioning to further encourage their critical thinking as they make their own play choices. As a result, the childminder does not always maximise every opportunity to build on children's already good language and communication skills.

Children are supported to use a range of tools and objects in their play. For instance, children use scissors, paper and glitter to make their own butterfly pictures to take home. This supports their skills in dexterity and further enhances their creative development. Children are developing good physical skills within the setting. For example, they spontaneously show the childminder how they are improving their Irish dancing skills as they move and dance around the lounge. The childminder praises children for their efforts. Consequently, children further develop their 'can-do' attitude and show they are happy in one another's and the childminder's company. This also shows that the childminder has a very good awareness of the importance of supporting the characteristics of effective learning. Children enjoy a range of outings to places of interest. This includes walks to the local library where children chose their own books and join in activities, such as using fabrics imaginatively to make up their own stories. This supports children's interest in literacy and enhances their imagination. Children like to go on walks in the local area. Here, they feed the ducks and talk about the environment around them. For example, they like to look for words, numbers and shapes around them and talk to the childminder about their findings. This helps children to learn about the world around them and enhances their mathematical thinking skills very well. As children walk back from school, younger children ask their older peers about their school day. This also fosters children's readiness for the next phase in their learning, including nursery and school. Children explore cause and effect as they make scribble marks and write words on the television screen using the computer. As a result, children's interest in information and communication technology is enhanced.

The childminder engages in two-way exchange of information with parents. She shares the children's learning journal documents and their next steps with the parents, so they are kept informed of their child's routines and learning. Therefore, they can further support their child's learning at home. 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. This aims to review a child's development at this time, ensuring parents have a clear picture of how their child is progressing and understand and support any areas where additional intervention may be required.

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

The childminder reinforces close emotional attachments with the children in her care because she provides a warm and caring environment. Consequently, children settle quickly into the setting and begin to develop strong relationships with the childminder and their peers, thereby, developing a positive attitude to behaviour. This is further fostered as the childminder provides praise throughout the day. As a result, children's sense of esteem is fully enhanced. Children are effectively supported emotionally when they prepare to attend school. This is because the childminder talks to them as they walk to and from

school when they collect older children, helping to familiarise them with environments, such as the busy playground area.

Children are motivated and interested in their healthy lifestyles. This is because they enjoy visiting the local supermarket to purchase their own fruits for snack times. This helps to give children a sense of ownership and independence. Consequently, children develop a good understanding about the importance of a healthy diet and lifestyle. Children are given consistent messages about hygiene as they wash their hands before eating and after visiting the toilet. This is further fostered by the childminder, who displays posters around the setting to remind children about germs. Children have daily opportunities to be physically active in the garden and they are free to make their own choices about which equipment to play on. This supports their independent play. Children's physical development is further fostered as they visit the local parks to use larger equipment and take risks in their play under supervision of the childminder at all times. During such times, the childminder talks to them about staying safe and remaining within sight and sound at all times. The childminder talks to the children about road safety while on walks in the local areas and to school. This helps children to learn about keeping themselves safe.

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

The childminder has a thorough understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She risk assesses all indoor and outdoor areas used by children and all outings off the premises. Records are kept up-to-date by the childminder and signed by all parties, which helps her to monitor children's safety and well-being on and off the premises. The suitability of all persons within the setting is checked. Consequently, this further fosters children's safety and well-being. The childminder has a well-informed and comprehensive safeguarding policy and procedure. This and all other policies are made freely available to the parents. The childminder has a robust understanding of what to do and who to contact should there be a concern about any child in her care.

The monitoring of the teaching and learning programmes is good. This enhances all aspects of children's learning and development over time. The childminder undertakes self-evaluation, which includes all parents and their children. The continuing targeted programme for improvement ensures children benefit from attending the childminder's setting. For example, she furthers her knowledge about how children learn as she reads an array of information about how to support their development. This includes reading various guidance documents, such as the Early Years Outcomes and the Ofsted Evaluation schedule for inspections of registered early years provision. This helps her to benchmark her teaching and further enhance her already good awareness of how to support children's learning and developmental progression.

The childminder's partnerships with parents and other providers, including those at the local schools and nurseries, is developing well. This ensures that all reasonable steps are taken to fully include all children in the setting. Parents are welcomed into the setting

where there is a broad range of information on display about the Early Years Foundation Stage to keep them fully informed.

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. 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	EY464392
Local authority	Oldham
Inspection number	946655
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
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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