

Inspection date	21/08/2014
Previous inspection date	19/02/2010

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

- Children make good progress due to the childminder's clear knowledge of child development. She uses observations of children's learning to identify and plan for the next steps in their learning.
- Children are settled and content with the childminder because she provides a caring and nurturing environment that promotes their emotional well-being effectively.
- The childminder works closely with parents to ensure that all the care and learning needs of the children are met. She seeks comments from parents about the care provided, enabling her to take effective steps to enhance the service she provides.
- Children's welfare is promoted because the childminder demonstrates a good understanding of her responsibilities with regard to safeguarding and child protection. She ensures the home is risk assessed and supporting policies to keep children safe are in place.

It is not yet outstanding because

- There is scope to strengthen children's understanding of mathematics through everyday routines.
- Some aspects of partnership working are not fully robust as the childminder has yet to build effective communication links with all the different settings that minded children attend.

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 practice and interaction between the childminder and children during play and at snack time. She spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation including parents' written comments, policies and procedures and the suitability of all adults within the home.
- The inspector examined the children's learning development records and observation, planning and assessment procedures.

Inspector

Eileen Grimes

Full report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and three children aged 19, eight and six years in Wardle area of Rochdale. The whole of the ground floor and the rear garden is used for childminding. The childminder attends various activity and toddler groups. She visits the shops and park on a regular basis. The childminder collects children from the local schools and pre-schools. There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder 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:

- enhance children's understanding of mathematics, for example, through the use of counting throughout the daily routine
- strengthen partnership working by ensuring there are robust communication links with all the settings minded children attend, so that children fully benefit from a shared understanding and common approach to supporting their progress.

Inspection judgements

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

Children's enthusiasm for learning and the levels at which they succeed are enhanced by the childminder. She has a good understanding of how to engage and capture their interest to help them learn through play. Teaching is strong as the childminder skilfully intervenes to extend children's learning during child-selected activities. The childminder provides interesting and challenging experiences that meet the needs of all children. As a result, children are keen learners who make consistently good progress and they are well prepared for the next stage of learning, either at nursery or school.

Children's language development is fostered through regular conversations throughout the day. The childminder introduces new words as often as possible during their play and supports children's vocabulary by modelling words clearly. This enables children to use their growing skills and become confident communicators. For example, she talks to children as they look at dinosaurs in the foam, introducing new words and encouraging children to engage in conversation about their play. However, the childminder provides fewer opportunities for children to extend their mathematical skills, such as using counting

and positional language in everyday activities. The childminder fosters the children's love and appreciation of books by providing a broad range for children to access and enjoy. The children enjoy reading books with the childminder and looking at them independently. This enhances children's early literacy skills. All resources are clearly labelled. This encourages children to recognise print in their environment and enables them to make informed, independent choices in their play. Children's early skills in making marks, which also helps with early literacy skills, are developing well through the vast range of resources and materials available.

The childminder observes children to find out about their interests in order to plan activities or experiences to enhance their learning. She records children's progress through observations and uses this information to plan for the next steps in their learning. The childminder works effectively in partnership with parents to support children's individual needs. Parents have regular opportunities to contribute to their child's learning journal, sharing what they know about their child's learning at home. Parents welcome the opportunity to read these records, which clearly illustrates how the childminder helps them to extend children's learning at home. The childminder is aware of the progress check between the age of two and three years, and knows to complete this when appropriate.

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

Children feel very secure and confident with the childminder who takes care to ensure that she obtains information from parents about likes, dislikes and children's routines. She takes time to talk to children throughout the day so that they feel special and valued. The childminder's knowledge of their needs is very clear. The childminder engages in children's play but is also skilled at knowing when to stand back to let them lead their own play. She knows what children like playing with and ensures that those toys and resources are easily accessible. Excellent relationships exist between the children and the childminder, with all ages of children and with her own family. When engaging with children, the childminder ensures that she is at their level to maintain appropriate eye contact with them. This results in children responding with enthusiasm to her. Children enjoy the cuddles and close contact at quiet times.

Behaviour is very good. Children are helped to understand what acceptable behaviour is and that to share and to respect each other is important. They develop good self-care skills and are independent. Children take responsibility for putting toys away. They understand the importance of tidying away to prevent falls and accidents. Children have healthy meals and snacks and make positive choices about the food they eat. They develop healthy lifestyles because the childminder ensures there is a good focus on outdoor activities. Visits to local amenities, such as, the shops, library and park, provide children with opportunities to develop their physical skills, socialise with others and broaden their awareness of the community and the wider world. Outings help children to develop confidence and independence in situations away from their main care setting. This helps children to be independent and prepare emotionally for the next big step in their life, such as starting at the local nursery or school.

The effectiveness of the leadership and management of the early years

provision

The childminder's good knowledge and understanding of the requirements of the Early Years Foundation Stage is reflected in her planning, observations and assessments. This ensures the educational programme is monitored well. Arrangements for safeguarding children within the provision are also good. All policies and procedures are in place and are implemented through her practice. Risk assessments are detailed accurate and thorough. The implementation of these and effective safety measures minimise risk in the childminder's well-organised home. The childminder has created an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in confidence. She has a good understanding of safeguarding procedures and who to contact if there are any concerns about children in her care.

The childminder sets high aspirations for the quality of her childcare. Her capacity to improve is evident in the way that she has successfully addressed recommendations from the last inspection. The childminder reflects on her practice, and plans future improvements. She has completed training, including in first aid. The childminder seeks additional information regarding any care practices from appropriate professionals to ensure children's individual needs are met.

The childminder has positive relationships with parents and regularly shares information about children's routines and the activities. This enables parents to be fully informed of their children's day. The childminder works closely with parents to ensure continuity from home to her setting. She has made good links with some of the other early years settings children also attend, and the sharing of information is effective to ensure children receive consistency and continuity in their learning. However, this is not yet fully embedded with all settings to ensure a common approach and to fully support their transition as they move onto school. The childminder knows there may be occasions when she needs to work with specialised professionals to support children with special educational needs and/or disabilities, or children who speak English as an additional language. She is aware of how to contact relevant agencies as and when required.

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	EY389447
Local authority	Rochdale
Inspection number	879045
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	19/02/2010
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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