

Inspection date

05/09/2014

Previous inspection date

22/11/2011

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 has a secure knowledge and understanding of all safeguarding practices. She has attended comprehensive training and can identify the signs, symptoms and possible indicators of abuse. She is aware of the local authority referral procedure and knows what to do if an allegation is made against herself. Consequently, children are very well protected and their safety is assured.
- Self-evaluation is successfully embedded. Comprehensive improvement plans are in place and realistic target dates are set. The childminder demonstrates a strong drive for continuous improvement and aims to achieve the best of outcomes for children and families.
- Children quickly develop secure bonds with the childminder because of the priority she places on their emotional well-being. The childminder develops effective links with local primary schools, early years advisers and parents to promote children's learning.
- The quality of teaching is consistently good. The childminder successfully monitors the quality of teaching and learning and uses effective systems to track children's individual learning and development. Consequently, children make good progress towards the early learning goals, given their initial starting points.

It is not yet outstanding because

- Occasionally, the childminder intervenes too quickly in children's play and does not provide them with the maximum opportunities to explore and carry out activities in the way which they would like to.

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 checked evidence of the suitability of the childminder and adults in the household, including relevant training certificates.
- The inspector observed play and learning opportunities presented in the lounge and outside area, and viewed play equipment provided in the indoor and outdoor environments.
- The inspector had a tour of the premises and spoke to the childminder at appropriate times throughout the inspection.
- The inspector looked at children's learning files, self-evaluation and a number of policies and procedures.
- The inspector took the account of parents' views and looked at a number of comprehensive feedback sheets from parents.

Inspector

Luke Heaney

Full report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives with her mother, who is also occasionally her assistant, father and adult brother in the Chadderton area of Oldham, close to shops, schools and public transport links. The whole of the ground floor is used for childminding. There is an enclosed area available for outdoor play. There are currently two children on roll, whom are both in the early years age group and attend for a variety of sessions. The childminder holds a relevant childminding qualification. She takes children to and collects them from the local primary school. She attends community groups and visits local parks with children. The childminder provides care each weekday, all year round, from 7.30am until 6pm, except bank holidays and family holidays. The childminder has pet turtles.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend opportunities for children to play and explore resources and activities without taking over or over directing how resources can be used.

Inspection judgements

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

The childminder has a secure knowledge and understanding of the Early Years Foundation Stage. She gathers children's likes, interests and dislikes upon entry to establish initial starting points. This provides a platform for her to plan purposeful and challenging educational programmes that keep children motivated and interested to learn. Consequently, children demonstrate high levels of enthusiasm in activities and opportunities presented to them. Babies enjoy playing with interactive toys, musical instruments and become fascinated while watching water drip from containers. Older children engage in creative activities, operate technology equipment and create models with building blocks. There are a number of good quality resources that are fit for purpose, age appropriate and positively promote diversity. Children gain an early awareness of difference and the world in which they live. For example, they learn about different cultures, festivals and celebrations. They make cards for Eid and participate in tasting foods from around the world. The childminder presents a number of natural resources to children. Babies explore pinecones, leaves and twigs in treasure baskets. Older children discuss the change in seasons and enjoy collecting natural materials to complete a creative collage. The quality of teaching is consistently good. However, the childminder occasionally intervenes in children's play too quickly and over directs the use of toys and resources to children. Consequently, children are not always provided with sufficient time to freely explore resources and play with them in a way they want to. The

childminder has attended a great deal of training to improve her teaching practices and is fully reflective as a practitioner. She uses effective strategies to engage all children in meaningful programmes and effectively monitors their individual learning through robust tracking, observation and planning systems. Consequently, children make good progress relative to their starting points.

Children's physical development is effectively promoted through a variety of good quality experiences. For example, younger children develop early balance and coordination acquisition, as they master the skill of crawling and walking. Older children climb on low-level apparatus, play football and participate in events, such as sports day. Children's personal, social, moral and emotional development is successfully promoted through well-planned activities. The childminder places high emphasis on self-esteem and provides plenty of opportunities for children to discuss feelings and celebrate personal achievements. She gives praise and encouragement to children when they need it most, therefore, children are confident learners and they display high levels of enjoyment and determination in activities presented to them. The progress check completed for children between the ages of two and three years is well rooted in practice. The childminder liaises with parents, healthcare professionals and the local authority early years team and provides a comprehensive written summary for parents.

Children develop good skills in information and communication technology. The childminder encourages younger children to access interactive toys and provides a wide variety of technological resources for older children, such as computers and programmable toys. Children's communication and language development is effectively supported by the experienced childminder. She uses her knowledge and recent training to successfully promote early communication skills, such as, providing children with opportunities to mirror speech, listen to a variety of sounds, respond to open-ended questions and participate in small group story time. The childminder challenges older children's communication acquisition through comprehensive letters and sounds activities. This provides children with the foundations of how to successfully blend sounds together to form simple words. The childminder successfully prepares children for their next steps in learning and prepares them well for school. She liaises with class teachers, parents and gradually introduces more adult-focused activities. For example, she provides tasks, such as name writing, counting, colour recognition and small group learning time.

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

Children have a strong sense of belonging in this good quality provision. They enter with great enthusiasm, leave parents with ease and embrace the childminder with hugs. Children's creative work, photographs and personal achievements are displayed and shared with parents. The childminder has a secure knowledge of how to help children settle and feel secure within her provision. She is aware of the significance of emotional well-being and knows how to support separation anxiety in young children. The childminder has a robust settling-in process. Parents are invited with children for several visits; participate in activities and share care, learning and development information with the childminder. Consequently, the key-person system is highly effective and children

settle very quickly and establish secure bonds with the childminder.

Children gain a good awareness of healthy living from an early age. The childminder offers a broad range of experiences and activities for children to try healthy foods, participate in exercise and learn about good hygiene practices. For example, children try a variety of fresh fruit, discuss the importance of exercise and learn about the significance of washing their hands and brushing their teeth. Older children help to serve their own foods and pour their own drinks. Drinking water is readily available. Children's physical development is given high priority, as the childminder provides many opportunities for all children to develop their large muscle skills. For example, babies stand using walking aids, and older children ride bikes and excitedly participate in running games. The childminder provides clear and consistent behaviour management strategies to all children, which are age and developmentally appropriate. She uses positive reinforcement and rewards children for outstanding behaviour with stickers and certificates. Consequently, children display very good behaviour and show genuine care for one another. Older children have devised their own house rules with the childminder and these are shared with parents, children and new starters.

Robust risk assessments are in place and the childminder has a good understanding of how to keep her home safe and secure. She has a comprehensive health and safety policy in place and regularly implements fire evacuation practices. As a result, children learn how to keep themselves safe and know emergency procedures well. The childminder effectively encourages children to take appropriate risks in accordance to their age and stage of development. For example, she encourages children to walk, climb low-level apparatus and ride two-wheel bikes. Consequently, children demonstrate high levels of confidence in managing their own risks and are comfortable to ask the childminder for help when needed. The childminder effectively encourages children to be independent, for example, older children tidy toys away, tend to their own toilet needs and wipe their own noses. The childminder has well-rooted systems to support children for their move to school or next steps in learning. She has a good understanding of the early learning goals and provides a variety of opportunities for children to become more independent, such as fastening their own coats, putting their shoes on and writing their own names. Further to this, the childminder discusses impending moves to school with children and accompanies them on visits. She provides role-play opportunities, shares pictures of their new learning environments and reads books around school readiness. Consequently, children develop good self-control, listening and independent skills that provide them with the dispositions and attitudes to be ready for school.

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

The childminder has a very good knowledge and understanding of how to keep children safe and protected from harm. She is aware of the signs, symptoms and possible indicators of abuse and has attended comprehensive safeguarding training. She knows the local authority referral procedure well and has all the required policies in place. The childminder has a good understanding of the learning and development requirements of

the Early Years Foundation Stage. She delivers a broad range of activities that cover the areas of learning and knows how to effectively promote the characteristics of effective learning. Planning systems are well rooted, personalised, link to early years outcomes and provide sufficient challenge for children in their next steps in learning. Observations are routinely carried out, linked to individual targets and evaluated effectively. Assessment arrangements are firmly in place, include parental views and provide a clear insight into how well children are progressing and working towards developmental outcomes. Comprehensive tracking systems are well fostered and the childminder uses effective systems to highlight any gaps in children's learning and development. Consequently, effective intervention and support is quickly put in place and children make good progress, relative to their starting points.

The monitoring of teaching and learning is effective. The childminder reflects critically and produces comprehensive training programmes for herself and co-childminder. She effectively monitors professional practice in her co-minder and provides tailored support and sets challenging personal goals. Effective systems to ensure adults working and living in the household are safe to do so are robust and their ongoing suitability is monitored closely. Strong links with the local authority early years team enables the childminder to look closely at the services and quality of teaching she provides. Self-evaluation is well embedded within the provision. The childminder demonstrates a strong drive for continuous improvement and has robust targets and plans in place to bring about change. She has worked hard to meet the actions set from her last inspection through a variety of training and reflective practice. Consequently, training programmes that the childminder has attended have improved her professional practice and have enabled her with a better understanding of how children learn and develop.

Partnership working is well rooted. The childminder has developed good links with the community, local authority early years team, children's centre and local primary schools. The childminder regularly attends early years cluster meetings to share good practice with other early years practitioners. Parental partnership working is a strength of the provision. There are thank you cards in abundance and parents speak highly of the services offered. 'Thank you for being a brilliant childminder', is typical of comments received.

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	EY422907
Local authority	Oldham
Inspection number	875743
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	22/11/2011
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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