

Inspection date

08/09/2014

Previous inspection date

17/09/2009

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 comprehensive understanding of how to safeguard the welfare of children in her care and manage any concerns. As a result, children are protected from harm.
- The childminder demonstrates a skilled approach to helping children to manage their feelings and behaviour. Children are, therefore, settled and confident in her care as a result.
- The childminder's planning, observation and assessment of children's learning are effective in helping them to make good progress from their established starting points.
- The childminder has developed effective partnerships with parents, in order to support children's learning and well-being. As a result, information is rapidly shared, in order to reinforce children's learning and meet their welfare needs.
- The childminder identifies how she can bring about continuous improvement by making frequent evaluations of her practice and by seeking the views of others. This means that her provision is continually enhanced, in order to meet the changing needs of children and their families.

It is not yet outstanding because

- Children have fewer opportunities to independently select malleable materials and mark-making equipment during activities.

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 viewed all areas of the premises used for childminding purposes.
- The inspector checked the qualifications of the childminder, along with evidence of the suitability of adults living or working on the premises.
- The inspector conducted a joint observation with the childminder.
- The childminder's knowledge of areas, such as safeguarding and individual children's learning was ascertained by discussion.
- The inspector and the childminder discussed the ways in which the childminder evaluates her practice, in order to bring about continuous improvement.
- Samples of documentation related to children's welfare and learning were examined by the inspector.

Inspector

Jennifer Kennaugh

Full report

Information about the setting

The childminder was registered in 1992 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in Tottington, Bury. The ground floor of the house and the upstairs bathroom are used for childminding and there is an enclosed rear garden. The childminder takes children to visit local amenities, such as parks and playgrounds. She takes and collects children from local schools. Care is provided between the hours of 7.30am and 6pm, from Monday to Friday, all year round, apart from family holidays and bank holidays. The childminder has a qualification in childcare at level 3. There are currently seven children on roll, four of whom are in the early years age range. The childminder is a member of the Professional Association for Childcare and Early Years and receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the accessibility of resources, so children are able to make marks and play with malleable materials, in order to extend their independence during activities.

Inspection judgements

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

The childminder completes regular observations on children to monitor their progress. She ensures that she is covering all areas of learning within the Early Years Foundation Stage. This is to ensure that children receive a balance of educational activities that meet their individual needs. The childminder uses her observations and assessments to plan for children's next steps in learning. As a result, all children make good and sometimes better progress in their learning and development. The childminder uses established developmental milestones with which to compare children's progress, in order to decide if they are working age-appropriately or if this progress is above or below expectations. This includes establishing children's achievements in development prior to joining the childminding setting, in order to inform the initial planning for future progress. The childminder is, therefore, able to make plans to rapidly address any gaps she identifies in children's learning. Parents are encouraged to add to the initial information they provide about their children's progress when they join the childminding setting. This means that the childminder has a wider range of information to help her plan activities for the children. The childminder has effective methods in place to exchange information about children's learning and progress with any other settings they attend, in order to support continuity in their learning.

The childminder uses a variety of local outings to support children's learning. For example,

she visits other childminding settings, so children are supported to develop their social skills as they play alongside or with other children. She also takes children on walks to parks and local green spaces to teach children about the changes associated with the seasons. This supports children's learning about the natural world around them. The childminder uses creative activities to help children learn about other cultures and festivals, such as Chinese New Year. This helps children to learn about diversity in the wider community. The childminder makes effective use of children's choices in resources to support their learning. For example, as children choose small world toys, such as train sets, the childminder supports their learning by introducing new words and explains their meanings. She talks about the size, shape and position of the trains and track. This supports children's early mathematical skills. Children are encouraged to join the track pieces independently, developing their learning about space and reinforcing their manipulative skills. The childminder asks questions to encourage children to reply in full sentences, such as by asking why they have chosen to put toy fences next to the train track. Children reply that it is to stop the toy animals getting onto the track. This demonstrates how children's development in communication and language is well supported through effective strategies employed by the childminder. The childminder also makes sure that she uses all opportunities to emphasis numbers when supporting children's play. This is so that children become familiar with the words and then their correct order before learning to count objects. The childminder uses songs and rhymes with children to help them develop their early literacy skills. She also provides simple percussion instruments for children to explore to support their creative and manipulative skills. As a result, children gain the necessary skills needed for their next stage in learning.

The childminder provides opportunities for children to explore different materials, such as paint, sand and water. This helps to further develop children's communication and language skills, as the childminder uses describing words for the materials and their textures. Children develop their manipulative skills by using tools with these materials, such as brushes for paint. They can also explore their creativity by making marks in materials, such as sand, malleable dough and paint, then giving meaning to these by saying what the marks represent to them. Children are encouraged to take any drawing and paintings home, to show their parents, in order to help them develop a sense of pride in their achievements. This also supports building children's confidence and self-esteem. However, some of these resources, such as malleable dough and mark-making equipment are not readily accessible to children, although, they are visible. As a result, children's opportunities to initiate their own play with these resources are not maximised. Age-appropriate books are readily accessible to children. The childminder makes use of textured books to develop children's language skills by using these to introduce new words. Babies enjoy play with cause and effect toys and older children have supervised access to tablet computers, in order to provide age-appropriate experience of using information and communication technology to support their learning.

The childminder keeps parents regularly informed about their children's progress. She also makes use of information parents provide regarding their children's learning, interests and experiences. For example, she talks to children about their parents' car. This supports children's development of communication and language skills. As children are able to talk about a topic important to them, they are also more motivated to make responses to the

childminder's questions. This enhances their learning.

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

Arrangements for children joining the childminding setting are flexible, in order to support their emotional well-being. This is planned on an individual basis, depending on the observed needs of children and parents. The childminder has a comprehensive knowledge of the needs of children for whom she provides a childminding service. This means that she can address their needs well. She seeks detailed information regarding children from their parents prior to them attending and asks for regular updates to ensure that she has current information. This is in order to effectively support children's welfare, such as by always having correct information about any changes to routine or health needs. It also means that the childminder can help children to settle rapidly as she has a thorough knowledge about their routines and preferences, as well as any health-related issues from the outset of their care. The childminder has a good understanding of the importance of working with parents, along with any other agencies involved with children, in order to support their well-being. For example, in her introductory information pack for parents, she asks them to inform her as soon as possible of any significant events that may affect children's emotional well-being. This is so that she can support children's emotional well-being more effectively at any time of change and take account of this when planning to meet their welfare and learning needs.

The childminder has a behaviour management policy, which she implements to help children learn about boundaries and rules. She uses age-appropriate strategies, such as distraction for young children. She makes good use of sharing books with a focus on social skills to help support children's ability to manage their own feelings and behaviour. The childminder teaches children to use good manners, such as by reminding them to say 'thank you' at snack times. Parents are well informed about their child's care, learning and activities, to promote continuity between home and the childminder's care. This is by providing daily verbal feedback and written information to enable parents and providers to share information. Most resources are easily accessible to children and this helps them to make choices about what to play with, supporting their independence. The childminder teaches children about good practice in road safety when on outings.

Children have daily access to outdoor play. They enjoy regular exercise as the childminder takes them to local parks, on walks and to playgrounds. This means that children have frequent opportunities to learn about taking reasonable risks in physical play, using the larger equipment in local playgrounds, with careful supervision. They also learn to incorporate exercise as part of a healthy lifestyle and the opportunities for outdoor play also helps them to develop their whole-body coordination. The childminding premises are clean and well maintained, with effective measures to promote children's safety. The childminder provides effective support for children to develop their self-help skills, such as by encouraging them to help to tidy up. She stores children's meals and snacks brought from home correctly as a result of undertaking training in food hygiene, so that these do not spoil. This supports children's good health. The childminder has plans in place to guide parents to choose nutritious foods for their children's meals and snacks when in her care,

if this is needed. Children have independent access to drinking water, in order to learn to meet their own needs.

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

The childminder has a good understanding of how to manage any concerns she may have regarding children's welfare and undertakes safeguarding training to support this. All adults living on the premises have been checked for suitability, in order to protect children's welfare. Comprehensive risk assessments are completed for all areas of the premises used by children, along with any outings, so that their safety is promoted well. The childminder has a valid certificate in first aid, in order to deal correctly with any emergencies of this type. All documentation and qualifications required to support the safe and effective running of the childminding setting are in place.

The childminder implements effective individual planning for all children attending so that they make good or better progress in their learning and development. She has a thorough knowledge and understanding of the learning, development and assessment requirements of the Early Years Foundation Stage. The childminder monitors her planning to ensure that the activities she provides support children's learning, along with any outings, provide a balanced educational programme that meets children's individual needs. Partnership working with parents is effective from when children join the childminding setting. This is because the childminder ensures that she obtains detailed information to support children's initial care and progress, then provides parents with frequent comprehensive updates on these. As a result, parents are well informed about their children's well-being and learning. The childminder has a comprehensive understanding of the need to work in partnership with other settings and agencies to provide continuity for children's learning and welfare.

The childminder evaluates her provision regularly and uses this to identify areas where she would like further training, in order to support children's care and learning. For example, she recognises that she would like to enhance her knowledge of supporting children's emotional security. She seeks the views of parents to bring about continuous improvement and attends any meetings, which are arranged by the local authority quality team, in order to share effective practice. All actions and recommendations from the previous report have been implemented. The childminder, therefore, demonstrates an organised approach to bringing about continuous improvement.

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	316474
Local authority	Bury
Inspection number	870687
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	17/09/2009
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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