

**Inspection date**

15/09/2014

Previous inspection date

10/06/2009

**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 demonstrates a good understanding of how to safeguard the welfare of children in her care and manage any concerns of this type. There are effective measures in place to keep children safe.
- Children are well behaved, happy and confident as a result of the welcoming and caring approach of the childminder. She implements simple rules to help children learn how to manage their feelings and behaviour.
- The childminder establishes children's starting points in learning and makes effective plans, in order to help them progress. This is based on discussions with parents and her observations of what children can do.
- Effective partnerships are established with parents to support children's care and learning. The childminder also understands the importance of working in partnership with any other settings that children may attend to support continuity.
- The childminder has effective methods in place to bring about continuous improvement through evaluation of her practice, including identifying any training needs.

**It is not yet outstanding because**

- Resources that can be used flexibly to support children's imaginative play are not freely available to enable them to select from these independently. Learning is, therefore, not maximised.

## 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

- A tour of the areas of premises used for childminding was made.
- The inspector checked the qualifications of the childminder, along with evidence of the suitability of adults living or working on the premises.
- The childminder's knowledge of areas, such as safeguarding and individual children's learning was ascertained by discussion.
- The inspector and the childminder carried out a joint observation.  
Samples of documentation related to children's welfare and learning were examined
- by the inspector, as well as documents relating to evaluations that the childminder makes, in order to bring about continuous improvement.

## Inspector

Jennifer Kennaugh

## Full report

### Information about the setting

The childminder was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and four adult children in Rochdale, Greater Manchester. The lounge, kitchen and small front bedroom are used for minding. Toilet facilities are located on the first floor. There is an enclosed rear yard for outside play. There is a small step to access the premises. The childminder provides care from Monday to Friday, all year round, apart from personal holidays and bank holidays, with flexible daytime hours to suit parents' needs. There is currently one child on roll, who is in the early years age range. The childminder supports children, who speak English as an additional language. She attends the local Sure Start centre and takes children to the local library and park. The childminder receives support and advice 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:

- explore the greater use of resources that can be used in a variety of ways initiated by children, in order to extend their thinking and communication skills through imaginative play.

## Inspection judgements

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

The childminder makes assessments of children's abilities when they begin to attend her setting, in order to plan activities that support them in making future progress. Children's progress is tracked over time in detail by comparing it with age-expected developmental milestones. This enables her to establish any areas where more planning is needed to support their good progress. The childminder uses information from parents, in addition to her own initial observations, to inform her planning, so that she can incorporate their views and observations into this. This includes a good use of the progress check completed for children aged between two and three years. As a result, the childminder works effectively in partnership with parents from the outset to support children's learning and development. The childminder subsequently holds weekly discussions with parents regarding their children's progress as a result of the activities planned. Consequently, parents are able to make ongoing contributions to the planning for their children's learning and the childminder can share activities with them. This supports continuity of learning between home and the childminding setting. Children make good progress in their learning as they develop the skills needed to be ready for school, including children, who speak English as an additional language.

Children enjoy counting out loud with the childminder as she points to printed numbers.

This helps children to link the spoken words for numbers with their symbols. The childminder encourages children to develop an understanding of quantity by helping them to place the correct number of objects next to the printed numbers. This supports children's development in early mathematical skills, as well as reinforcing their communication and language skills. She asks children questions to help them think about any mistakes they make, gaining information about how they are progressing in their learning. This means that the childminder can quickly identify and address areas of learning where children need more support, in order to maintain their good progress. The childminder makes good use of activities chosen by children, such as play with dolls and home role-play resources. For example, she asks children where they are taking the dolls when they put them in the toy pram. This encourages children to think about where they might go, then to reply using a sentence, which enhances their speaking and thinking skills. The reinforcement of good spoken English provides an effective basis for children later being able to think of sentences for written work at school. The childminder provides a variety of creative activities to develop children's manipulative skills, such as play with malleable dough or making collages. This helps children to develop the skills needed prior to learning how to form letters when learning to write. Children have access to a variety of resources, such as pencils and chinks. These enable them to make marks and learn to give meaning to these as part of developing early skills in literacy. The childminder reads books to children, to help them learn that print carries meaning and to support their enjoyment of listening to stories. This supports children's development in literacy and listening skills. The childminder asks children questions about the pictures and events shown. This further develops their speech and language skills, as well as enabling her to assess their understanding. This means that she can address any points that children do not understand, to support their progress.

The childminder makes effective use of outings to broaden children's knowledge of the environment and community around them. For example, she takes children to visit the local fire station, to learn about this emergency service. Also, on walks in parks, they learn about the changes brought about by the seasons. Regular use is made of local children's centres and the activities they provide, in order to help children learn to play with or alongside others. This supports children's development of social skills, such as through building 'dens' together, with a range of materials that can be used flexibly in imaginative play. However, the childminder makes less use of this type of activity at home, to support children's speech through opportunities to use their imaginations. The childminder teaches children about festivals, which they celebrate at home, such as Eid Mubarak, as well as those of others, such as Christmas. This supports children's learning about diversity in their local community. Children have access to age-appropriate information and communication technology, in order to gain experience of using this, while supported by the childminder, developing skills that support future learning.

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

The childminder seeks detailed information from parents prior to children joining, about how she can best support their good health and well-being. For example, she records information about children's dietary needs and their routines, in order to provide continuity of care and protect their welfare. The childminder seeks information to support children's

well-being, such as about signs when they are tired. Parents read the childminder's policies to ensure that they are aware of these and understand how they underpin her practice in promoting their children's welfare. They exchange information on a regular basis with the childminder about children's well-being and this provides continuity for their care. As a result of close partnership working between parents and the childminder, children are settled and happy. Children are, therefore, confident and demonstrate this by talking to the childminder frequently, as they have developed good emotional attachment to her.

Children have daily opportunities for physical play outside on and off the premises. The childminder takes pre-school age children on daily outings to parks and playgrounds. This enables her to provide sufficient challenges for this age group to extend their physical development. Consequently, they have good opportunities to learn about taking reasonable risks in physical play as their whole body coordination develops. The childminder provides a healthy menu, so that children begin to learn about foods, which constitute a nutritious diet. For example, children are offered fruit, vegetables and plain biscuits as snacks. She offers water as a drink to help support children's good dental health.

The premises are clean and well maintained with effective safety measures to minimise risks to children. These include a gate at the foot of the stairs, as well as a fire guard in the sitting room. The childminder carries out detailed daily checks indoors and outside on the premises to ensure that there are no hazards for the children. She has a procedure for evacuating the premises in the event of an emergency. There is equipment, such as smoke and carbon monoxide detectors to alert the childminder to any risks associated with these. The childminder has effective procedures to minimise any risk from cross-contamination during routines, such as nappy changes. The childminder helps children to learn about maintaining good personal hygiene, such as washing their hands after using the toilet or after outdoor play. She displays visual images, for example, posters to further support this. The childminder makes good use of stories and pictures to teach children about road safety and the consequences of not behaving safely when on outings. This helps children to learn the basis for skills to help them to be independent when older by keeping themselves safe. Children are encouraged to take on small responsibilities, such as tidying up and the childminder makes effective use of praise to further encourage them in their efforts.

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

The childminder has a thorough knowledge of the procedures she should follow in the event of any safeguarding concerns about children. This is as a result of undertaking training in child protection. She has a comprehensive policy for safeguarding children's welfare. This includes procedures for the use of mobile telephones and cameras on the premises, in order to protect images of children. The childminder makes thorough risk assessments for the premises and local outings, so that children's safety is well supported. She regularly reviews risk assessments to ensure that they continue to be effective. The childminder and all adults living or working on the premises are checked for suitability

using the Disclosure and Barring Service. All policies, records and qualifications required to meet statutory requirements are in place, in order to support the safe and effective running of the setting.

The childminder demonstrates a good knowledge of how to support young children's learning and development. She has a comprehensive understanding of the learning and development requirements and uses precise methods of assessment to check children's progress. As a result, the childminder understands children's current achievements in learning and makes detailed plans to further their progress. The childminder demonstrates effective practice when monitoring, planning and observing for children's progress. Consequently, she can identify areas where early intervention is needed to prevent any future difficulties. The childminder initiates partnerships with parents, which support children's learning. She engages in frequent discussion with them to support continuity of learning between home and when in her care. The childminder has an effective understanding of the importance of working in partnership with other settings and agencies, to support continuity of care and learning.

The childminder makes frequent reflections on her practice using the Ofsted evaluation tool, in order to form plans for development. For example, she identifies increasing the variety of outings she offers as an area where she can develop her practice in response to the needs of children. This is in order to provide a greater number of opportunities for children to develop effective social and communication skills. The childminder seeks the views of parents, in order to tailor her service to the needs of children and families. For example, she has implemented weekly discussions with parents, in order to provide more information about their children's activities. This is as a result of their constructive comments. The childminder has met all actions and recommendations from the previous inspection as a result of making changes to practice and undertaking training. The childminder demonstrates an organised approach to evaluating her practice, leading to a good capacity for continuous improvement in the standards of care and teaching provided.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY356380
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	954942
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10/06/2009
<b>Telephone number</b>	

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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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