

Inspection date	16/09/2014
Previous inspection date	19/04/2010

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 are happy and settled as they have developed warm bonds and attachments with the childminder. Consequently, children feel secure in the welcoming environment.
- The childminder has a good knowledge of the individual needs and interests of the children in her care. As a result, she plans appropriate activities across the seven areas of learning.
- The childminder has a secure understanding of the safeguarding and welfare requirements. This ensures children are kept safe and their well-being is effectively promoted.
- The childminder effectively encourages children to be independent. This promotes their confidence and self-esteem and means they develop good self-care skills.

It is not yet outstanding because

- Information gained from parents with regard to children's starting points does not always provide the childminder with extremely detailed information about the child's learning and development so far.
- The childminder has not maximised opportunities to engage parents in extending their children's learning at home.

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 spoke with the childminder at appropriate times throughout the inspection and observed play, teaching and learning opportunities inside.
The inspector looked at a selection of documentation, including children's information, risk assessments, qualification certificates, policies and procedures and suitability checks.
- The inspector reviewed written comments from parents and took account of their views of the service provided by the childminder.
- The inspector carried out a joint observation with the childminder.

Inspector

Nicola Eyre

Full report

Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder holds a childcare qualification at level 3. She lives with her two children aged 10 and 12 in a house in Ashton-under-Lyne. The whole of the ground floor and the rear garden are used for childminding. The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently five children on roll in the early years age group, who attend for a variety of sessions. She 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:

- build on existing methods for gathering information from parents on entry, in order to gain a more accurate picture of children's starting points with regard to their learning and development
- strengthen the already good relationships with parents to support them in extending their child's learning and development at home.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She plans a range of activities to promote children's learning across the seven areas of learning, but also allows children to make their own choices. The childminder's planning is flexible and built around topics, as well as the children's interests and she differentiates the activities to support individual needs. This helps to keep children motivated and engaged in play. The childminder knows the children in her care well. She makes regular observations of them to identify the progress they are making and the individual children's next steps in their learning and development. This helps them to make good progress towards the early learning goals in readiness for the move onto nursery and school.

Children use a favourite game to help them learn about different body parts and where they are in relation to each other. Mathematical language, as well as skills such as counting and colour recognition, is supported throughout children's play. For example, they make a very tall bridge to go over a fire engine and count how many bricks it takes. Children explore with coloured rice, measuring and pouring from different containers,

which enhances their critical thinking skills. Young children are introduced to a range of resources involving natural materials, so that they can investigate and experience things with all their senses. The childminder supports very young children to develop physical skills by encouraging them to stand at equipment to play as opposed to always sitting on the floor. The childminder supports the language acquisition of young children well by praising them. When they attempt a word, she remodels this so that children hear the correct pronunciation. As a result, children feel secure in attempting new words.

The childminder collects information on children when they first start. She asks parents to provide her with information on basic routines, such as, how they like to sleep, if they have any special diets or allergies and what their favourite toys and activities are. However, this information is not always sufficient in detail to give the childminder precise information about all areas of their prior achievements. Consequently, there is room to improve the level of information gathered to enrich the planning for individual children's learning and developmental needs when they first start at the setting. Parents are kept informed of their children's progress and achievements through daily conversations and are encouraged to look at their children's files regularly. Consequently, they are kept well-informed of their children's progress.

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

Children develop emotional attachments with the childminder as they seek comfort from her when they are upset. These relationships are enhanced through the settling-in period. The childminder makes sure that the move from home into her setting is as smooth as she can make it. At initial meetings with parents she finds out about children's favourite things, as well as their personal care, individual needs and routines. Children attend the setting for short sessions with their parents to start with to help them feel secure and familiar with the childminder. As a result, children are happy, confident and content in their new environment because the settling-in arrangements are tailored to meet the individual needs of all children. This effectively supports children's emotional well-being.

The childminder provides a welcoming, well-organised, child friendly and calm environment where children's independence skills are effectively supported. For example, young children learning to use the potty know that they need to wash their hands afterwards. The childminder encourages them to do this independently while under her supervision. The majority of resources are stored in low-level units, which enables children to independently choose toys themselves. This supports children's independence further. Children are helped to understand how to keep themselves safe through the childminder's calm reminders and discussion about safety as they play. For example, reminding them that the floor is busy and they might fall on something so they need to tidy some toys away. The childminder provides a healthy diet for the children taking into consideration halal and dairy free diets. Since her last inspection, the childminder ensures that drinks are readily available throughout the day for children to access independently. She provides children with daily access to fresh air and physical activity, which further promotes their healthy lifestyle.

Children behave well. The childminder is calm and consistent and supports children well by making sure they understand the expectations and rules of the setting. She gives clear and calm explanations, which enable children to learn how to behave. For example, she teaches children to share as they play together. As a result, children begin to understand about sharing and fairness. The childminder praises children for their positive behaviour, which promotes their self-esteem and confidence. She supports children to socialise with other children by attending regular sessions at different playgroups, as well as meeting regularly with other childminders. As a result, children are gaining skills, which will support them in the transition to school.

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

The childminder has a good understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. She has a good awareness of child protection issues and how to protect and safeguard children at all times. The childminder has undertaken safeguarding training to enhance her already strong knowledge and understanding. She is fully aware of the signs and symptoms of abuse, what to do and who to contact if she was concerned about any child in her care. A comprehensive range of policies and procedures, which all parents are made aware of at induction, meet all welfare requirements to support the safe and efficient management of the setting. Children's safety is further promoted through the use of risk assessments and daily safety checks of all the areas used by the children.

The childminder has identified her strengths and areas for development, so that she continues to improve the service she provides for parents and their children. Since her last inspection, she has gained a level 3 childcare qualification and is currently undertaking a degree in early years. This has helped the childminder to gain a better understanding of observation and planning to support children to make progress. The childminder regularly talks to parents. She asks them to complete questionnaires to establish their views on the strengths and areas for development of her provision. The childminder reflects upon the activities that she provides for children to establish if anything could be improved or changed. As a result, the childminder is reflecting upon her practice and the changes she could implement to further support the children who attend her setting.

The childminder uses guidance documents to support her in establishing children's next steps in learning to ensure that children make progress. She has also made good use of the progress check completed for children aged between two and three years, which she has shared with parents and health visitors. The childminder has positive relationships with parents and they are very happy with the service, care and education that their children receive. They state that 'my child has formed good attachments with the childminder' and 'a range of activities have enhanced my child's development both socially and academically'. However, opportunities to support parents to extend their children's development at home are not fully embraced to help them complement the learning that takes place in the setting. The childminder has links with other settings that the children attend, in order to share information on children's learning and development. As a result,

she supports children to make good progress towards the early learning goals.

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	EY398021
Local authority	Tameside
Inspection number	879318
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	19/04/2010
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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