

Inspection date	30/09/2014
Previous inspection date	04/12/2008

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 good knowledge of how to manage any safeguarding concerns she may have about children in order to protect their welfare.
- The childminder plans activities that are precisely tailored to extend children's progress. This is because she makes accurate assessments through observation of what they have learnt in order to build on this. Children make good progress as a result.
- The childminder works effectively in partnership with parents and other settings that children attend in order to provide continuity in children's care and learning.
- The childminder makes good use of resources and strategies to help children learn to manage their feelings and behaviour. She teaches children the skills needed to later keep themselves safe, such as road safety.
- The childminder's evaluation of her setting has been successful in bringing about continuous improvement in practice in order to support a good standard of care and learning for children.

It is not yet outstanding because

- The childminder occasionally does not fully explore all the opportunities arising during play in order to enhance children's ability to think critically.

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 the areas used for childminding.
- The inspector checked the qualifications of the childminder along with evidence of the suitability of adults living or working on the premises.
- A joint observation was carried out by the inspector and the childminder.
- The inspector examined samples of documentation related to children's welfare and learning used by the childminder when caring for children.
- The childminder's knowledge of areas, such as safeguarding and individual children's learning, was ascertained through discussion.
- The inspector and the childminder discussed the ways in which the childminder evaluates her provision.

Inspector

Jennifer Kennaugh

Full report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, teenage son and school-age daughter in the Audenshaw area of Tameside. The family have a small pet dog. Access to the property is via two steps and bathroom facilities are on the first floor. The back room, conservatory and kitchen-dining room are all used for childminding purposes. An enclosed rear garden is available for outdoor play. The childminder operates from 7.30am to 6pm, Monday to Friday, all year round, apart from family holidays and bank holidays. There are currently eight children on roll, four of whom are in the early years age range. Children attend for a variety of sessions. 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 ways to maximise the use of all opportunities to extend children's thinking skills during their play.

Inspection judgements

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

The childminder completes assessments of what children can do when they begin to attend her provision. This is in order to make initial plans to promote their learning. She also uses information from parents at this point, in order to inform her planning. This means that parents are encouraged to contribute to their children's learning from the outset, while broadening the sources of information used by the childminder in order to plan purposeful activities. The childminder uses age-expected developmental milestones for comparison with observations on children's learning. This is in order to decide if their progress is as expected, or above or below this. As a result, the childminder can build on children's progress by making interventions to prevent future difficulties if her assessments show that there are gaps in children's learning. The childminder uses her detailed assessments in order to prepare the progress check for children between the ages of two and three years, when this is needed. She discusses this with parents in order to help plan children's next steps in learning. The childminder makes good use of ongoing information from parents in order to better support their children's learning. Assessments of children's progress and the plans to build on this are also shared regularly with parents in order to encourage them to contribute to their children's learning. The childminder works effectively with other settings attended by children to reinforce their learning. Because of the childminder's thorough approach, children make good progress and develop the skills needed to prepare them for school.

The childminder provides purposeful learning experiences for children, which cover all areas of learning, because of monitoring her planning carefully. She is skilled at weaving children's learning needs into activities. For example, when she identifies that children need more focus on their mathematical learning, she includes counting and discussions about shape and colour into their chosen play. This helps to motivate children, as she is making use of their interests to promote learning. The childminder has a good understanding of how to extend children's knowledge of words. She answers children's questions when they ask her for names of objects, such as plastic food for the toy kitchen set. The childminder also helps children to recall what they know, by asking them to say the names, when she is sure that they already know the answer correctly. She identifies areas where children need encouragement to develop their skills, such as using resources for making marks. Consequently, she is able to plan activities that encourage children to participate in these more readily, using what she knows about their interests. The childminder also demonstrates a good ability to support children's thinking skills. For example, she asks questions that help children to think critically about size and shape. This encourages children to reply in sentences, enhancing their speaking skills. The majority of planned activities and those initiated by children are used highly effectively to support children's thinking, communication and language skills. As a result, it is only on a very few occasions that opportunities to enhance children's thinking skills are not fully explored to maximise their learning.

In addition to planned activities, the childminder makes good use of spontaneous opportunities to extend children's learning. When she finds a ladybird in the bathroom, she carefully carries it to children for them to examine under a magnifying glass. She talks about where it has come from and what it looks like, to extend children's vocabulary and knowledge of living things. The childminder uses a variety of local outings and trips further afield to enhance children's learning. For example, she takes children to farms in order to learn about the natural world and to local libraries to enjoy a wide selection of books, with song and rhyme sessions. The childminder uses spontaneous opportunities on outings to teach children about diversity. She uses books and pictures well to extend children's learning about differences and similarities between themselves and others.

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

The childminder manages children's behaviour effectively by implementing simple rules, such as being kind to others and to pets. This use of clear boundaries means that children learn how to manage their own feelings and behaviour in order to develop good social skills. The childminder also enables children to enhance their skills for sharing and turn taking by keeping multiples of some popular resources. For example, she reminds children gently that they have several similar plastic cups in the home role-play resources when they all want the same one. The childminder praises children's successes in order to motivate them in their learning and uses simple rewards, such as certificates to further celebrate these. She displays photographs of children engaged in activities in order to enhance their self-esteem. Children are happy and confident in her care because of the

good support for their emotional well-being. They are encouraged to help themselves in order to develop independence, such as by taking off their shoes or looking for resources they want. The childminder supports children's independence by ensuring that resources are easily accessible to them, so that they can act on their own ideas rapidly.

The childminder seeks detailed information from parents prior to children attending her setting, in order to meet children's needs effectively. For example, she obtains information about any specific dietary needs. The childminder ensures that she is kept up to date with how any care needs are being managed by parents and other professionals involved with children, so that she can precisely tailor the care she provides, to support children's well-being. All required records are kept, such as of any accidents incurred by children, in order to protect their welfare. The childminder makes children's safety the highest priority and carries out daily checks of the premises. For example, she checks the outdoor area to make sure there are no hazards and that the play equipment is safe to use. Children can move between the indoors and outside of the premises freely during their play. This helps children to enjoy exercise and learn about the importance of a healthy lifestyle. They have good opportunities to learn about taking reasonable risk in play because the childminder provides age-appropriate toys outdoors on soft surfaces, such as slides and rockers. Children can use their exploratory skills on the climbing equipment, as risks are minimised due to the childminder's careful supervision and the environment that is adapted for their age and stage of development. Children develop their coordination by pedalling on wheeled toys and the childminder uses this to teach them opposites, such as 'fast' and 'slow'. Babies are provided with toys that give a light or sound response when they use a variety of manipulative skills, such as turning or pushing. They show delight in this, by smiling and rocking and are motivated to reinforce their skills by the effects they produce. Children are provided with drinks, meals and snacks, which are healthy, with the childminder emphasising the importance of fresh fruit and vegetables in a nutritious diet.

Children are taught the skills needed to help keep themselves safe when they are older. For example, the childminder teaches children about road safety when on outings. She also provides a range of activities to help children learn about people in the community who help others, such as the fire service and the police. This means that children develop an awareness of different roles and responsibilities in the wider community, including their own. The childminder makes use of local outings to children's centres and toddler groups for children to learn to play with and alongside their peers. This further supports children's development of good social and communication skills.

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

The childminder has a good knowledge and understanding of the procedures she should follow in the event of any safeguarding concerns she may have about children. This is because she regularly updates her knowledge through training. The childminder completes thorough risk assessments for outings and the premises, and reviews these regularly to check they are effective in minimising any risks to children. Adults living on the premises

undergo robust checks to ensure their suitability. All qualifications, records and documents are in place to support the safe and effective running of the childminding setting.

The childminder completes comprehensive checks on how she plans and assesses for all areas of children's learning to ensure that she meets children's learning needs effectively. She has a good understanding of the learning, development and assessment requirements of the Early Years Foundation Stage and consequently implements these well, so that children make good progress in their learning from their starting points. She works effectively with parents and other settings in order to promote children's learning and well-being by supporting continuity of these. The childminder understands the importance of working in partnership with other professionals that may be involved in supporting children's learning and welfare, if this is required.

Self-evaluation is well established. Consequently, the childminder continues to drive forward improvements and as a result has improved learning outcomes for children, since the last inspection. All previous actions and recommendations have been comprehensively acted on because of her commitment to continual improvement. The childminder seeks the views of parents in order to inform her evaluation of how well her provision meets the needs of their children. She also uses the views of others, including professionals from the local authority who support the childminding network that she belongs to. The childminder uses her evaluations to identify training needs and therefore completes courses in order to enhance her knowledge and understanding of how best to support children's care and learning. For example, the childminder is working for a qualification in childcare at level 3. The childminder demonstrates an organised approach to bringing about continual improvement in her practice when working to support children's learning and welfare.

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	EY375899
Local authority	Tameside
Inspection number	821393
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	04/12/2008
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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