

Inspection date

21/10/2014

Previous inspection date

03/03/2011

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 is skilled and knowledgeable and supports children's learning effectively. She understands how children learn best and provides them with a wide range of good quality resources and challenging activities. Consequently, children make consistently good progress in all areas of development.
- Children develop close emotional attachments with the childminder. They feel safe and secure in the childminder's care, as she provides a welcoming, nurturing environment for them, where they have consistent boundaries and familiar routines.
- The childminder has a very good knowledge and understanding of her responsibility to safeguard children, which is successfully translated into practice. As a result, children are well protected and can play and learn in a safe environment.
- Partnerships with parents, and other early years providers, are effective and make a significant contribution to meeting children's individual needs, ensuring consistency and continuity of care and learning.

It is not yet outstanding because

- Information gained from parents, with regard to children's starting points, does not always provide the childminder with the extremely detailed information she requires to help her to enrich the planning for children's future learning needs.
- Opportunities to support young children's awareness that print carries meaning and that information can be relayed in print form are not yet fully established.

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 observed children's activities in the dining kitchen.
- The inspector held discussions with the childminder and talked to children at appropriate times throughout the inspection.
- The inspector looked at various documents, including a sample of policies and procedures, planning, observation and assessment systems and children's individual learning records.
- The inspector checked evidence of the suitability and qualifications of the childminder.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the views of a parent spoken to on the day of the inspection.

Inspector

Julie S Kelly

Full report

Information about the setting

The childminder was registered in 2001 and lives with her husband and three children, aged 18, 16 and 12 years, in the Denton area of Manchester. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The whole of the ground floor is used for childminding purposes and bathroom facilities are situated on the first floor. There is an enclosed rear garden available for outdoor play. There are currently seven children on roll, three of whom are within the early years age range. Children attend for a variety of sessions. The childminder operates from Monday to Friday, from 7am to 6pm, all year round, with the exception of bank holidays and family holidays. She takes children to, and collects children from, local nurseries and schools. The childminder cares for children with special educational needs and/or disabilities. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- enhance the information obtained from parents when children start to find out more about children's starting points in each area of learning, in order to enrich the planning process
- extend young children's growing awareness that print carries meaning and information can be relayed in print form, for example, by labelling the storage boxes that contain resources.

Inspection judgements

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

Children are eager and motivated to learn in this good quality provision. Their learning and development is significantly enhanced by the childminder, who has a very good understanding of how to capture children's interest and fully recognises that children learn through play. The childminder's practice is good and, in some instances, outstanding. As a result, all children's individual needs are well met and they make consistently good progress in relation to their starting points, including children with special educational needs and /or disabilities. The environment is stimulating and well-organised with a wide range of good quality resources and equipment to promote children's natural curiosity and develop their exploratory skills. For example, they have a wonderful time as they investigate small world resources, such as dinosaurs, vehicles and animals, which they use to develop good imaginative skills.

The childminder places high priority on helping children acquire communication and language skills and supporting their physical, personal, social and emotional development. As a result, children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning and eventually, school. For example, the childminder teaches children to share, take turns and cooperate with each other as they play. Children demonstrate high levels of confidence, as they freely move around the environment and make independent choices about what they want to do. The childminder is exceptionally skilled at developing children's communication and language skills. She constantly talks to children as they play and during daily routines. She provides a running commentary to describe what children are doing, introduces new words to extend their vocabulary and asks open-ended questions to help them communicate their thoughts and ideas. As a result of outstanding teaching in this area, some children achieve beyond expected levels of development for their age in this area of learning. Children communicate well, meaning that their knowledge and understanding of other areas of learning is significantly enhanced. For example, young children confidently tell the childminder that it is Halloween and ask her if they can wear costumes. They use their communication skills to extend their imaginative skills, as they make up stories about a crocodile eating a spider. Children access a broad range of books and opportunities for making marks, both indoors and outdoors, to promote their literacy skills. However, the environment is not extensively rich in signs, symbols and text to further enhance children's growing awareness that print carries meaning. The childminder provides children with a broad range of opportunities to develop their large muscle control and coordination, as they ride wheeled toys, dig in the sand and practice ball skills.

Children's progress is effectively tracked through a continuous assessment of their achievements. This helps the childminder to support them to make good progress in their learning and development, as their unique needs are recognised and planned for. The childminder obtains information from parents on entry about children's favourite activities and individual interests. Effective tracking systems are used well to monitor children's progress, meaning that the childminder is enabled to quickly identify any gaps in children's learning and seek external support and intervention if necessary. Children's learning records contain a wide range of information, including photographs, observations, examples of their work and summaries of their progress. Their needs are further enhanced through strong and effective partnerships with parents. The childminder values information from parents about their children's learning at home. She effectively uses this information to build on children's existing skills and knowledge and successfully plan for the next steps in their learning. The childminder shares information about how parents can help support their child's learning through simple activities at home. Parents are given daily feedback about what their children have been doing through conversations and regularly reviewing children's progress. However, there is scope to gather additional information from parents about children's learning and development on entry, in order to further enhance the childminder's knowledge of children's starting points and enrich the planning process. Close links with other early years providers, that some children also attend, provides children with continuity and consistency of care and learning and effectively supports them as they move on to the next stage in their learning.

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

The childminder is skilled and sensitive and supports children to form strong, secure emotional attachments, which provide a firm foundation upon which to develop their personal, social and emotional skills. The sensitive, caring interaction between the childminder and children ensures that all children form positive and trusting relationships. Children display high levels of confidence and self-esteem as they play and they talk about what they would like to do and confidently express their needs. They are eager to share their experiences with the childminder and talk freely about their home and family during their play. Consequently, children develop a strong sense of self-confidence and self-awareness.

The childminder provides opportunities for children to make choices in their activities but also, very importantly, provides a familiar routine which promotes their emotional security. She gathers detailed information about children's likes, dislikes and comforters from parents on entry to the setting. As a result, children settle well and demonstrate that they are happy and feel safe and secure in the childminder's home. Children develop good self-help skills because the childminder teaches them to adopt a positive attitude and encourages them to do things for themselves whenever possible. For example, she teaches children how to put on and take off their own coats and manage their own personal care needs. This develops their independence, confidence and social skills, which equips them well emotionally in readiness for school. Children demonstrate their learning as they put their shoes together, so as to check that they are putting them on the right feet.

Children begin to learn about boundaries, with encouragement and support, because the childminder maintains a consistent approach to help children manage their feelings and behaviour. She teaches them to share, distracts them with other resources and talks about how their actions affect the feelings of others. The childminder is fully aware of the need to manage behaviour at an appropriate level that is relevant to individual children's ages and stages of development and their level of understanding. She teaches children about keeping themselves safe, both within the home and when on outings. For example, she teaches children the rules of road safety and to tidy up resources, so that they do not trip over them. This continuous guidance and support helps children learn how to assess and manage risk independently as they develop their confidence and understanding of safety. The childminder teaches children to be aware of the importance of healthy eating, as she provides them with nutritious meals and snacks and encourages them to try new foods and textures. Children have daily access to outdoor play and visits to local parks to enjoy regular fresh air and exercise. The provision of quiet, cosy areas within the indoor environment give children opportunities to rest and relax. The childminder role models good hygiene practices and teaches children the importance of washing their hands before eating and after using the bathroom. As a result, children's health and hygiene is successfully promoted, which in turn has a positive impact on their physical and emotional well-being.

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

The childminder has a very good knowledge and understanding of how to protect and safeguard children and regularly attends further training to update her knowledge and skills in this area. She is fully aware of the signs and symptoms of abuse, what to do and who to contact in the event of a child protection concern. Parents have access to the safeguarding policy and are informed of the procedure to follow, should they have any concerns about the childminder or her associates. The childminder has a set of detailed policies and procedures, which are followed meticulously. Children's safety is further enhanced through the implementation of rigorous risk assessments and daily checks of the indoor and outdoor environments. Furthermore, the vigilance of the childminder, consistent supervision of children and security systems, such as locks on doors, mean that children can play and learn in safety.

The childminder oversees the educational programme and ensures it is effective so that children have access to a broad and balanced curriculum that covers all seven areas of learning. She successfully monitors observations and assessments and reviews children's development to make sure that they continue to make good progress. This enables her to quickly identify gaps in children's learning, plan appropriate activities to support them and seek advice and intervention from external professionals if necessary. As a result, children's individual needs are effectively met.

The childminder is passionate and committed to her work with children and this is reflected in the enthusiasm and the enjoyment she demonstrates when interacting and playing with the children. The childminder regularly talks to children and parents to establish their views on the strengths and areas for development of the provision. The action and recommendations from the last inspection have been successfully addressed. This is particularly evident in the development of effective partnership working with other early years providers, which some children also attend. The childminder is proactive at seeking support and advice to help her to improve her practice and the service she provides. For example, she shares good practice with a group of childminders and sources information from the internet to keep her knowledge and skills up-to-date. The knowledge the childminder gains from a wide range of professional development training courses is effectively translated into practice, which results in the improvement of learning outcomes for children.

Parents are highly complimentary about the childminder and the care and education their children receive. They comment that children have made good progress in their social skills in the short time they have been attending the provision. Parents are very happy with the progress of children's social and self-help skills. They explain that children can now independently put their own shoes on, which has supported them with the move to nursery. Parents are impressed with the work children take home and appreciative of the information they receive about what their children have done throughout the day. They

comment that the childminder provides a 'home from home' environment and that she is friendly and approachable and offers a flexible service to meet the individual needs of all children and their families.

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	311974
Local authority	Tameside
Inspection number	818923
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	03/03/2011
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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