

Inspection date	23/10/2014
Previous inspection date	01/02/2012

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder has an exceptional knowledge of how children learn and provides a rich, varied and imaginative educational programme, with precise assessment and planning for individual children. As a result, children make rapid progress in their learning and development in relation to their starting points.
- Children thrive as a result of the individual attention, support and encouragement they receive from the childminder. Her excellent knowledge of each child's development enables her to meet their needs and promote their progress highly effectively.
- Children are extremely happy, sociable and confident, they thoroughly enjoy their time in a relaxed and stimulating home. They develop excellent relationships and close emotional attachments with the childminder and they show high levels of self-esteem and security within the provision.
- The childminder comprehensively identifies and successfully minimises potential risks. Her expert knowledge of the signs and symptoms of abuse and awareness of her responsibility to protect children ensures that children in her care are fully safeguarded.
- Partnerships with parents and other early years providers are very strong and make a highly effective contribution to meeting all children's individual needs. Self-evaluation and reflective practice is used highly effectively to continuously raise standards and drive improvement for the children.

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 playroom, lounge and outdoor environment.
- 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 and discussed self-evaluation.
- 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 and from written feedback in questionnaires obtained by the childminder.

Inspector

Julie S Kelly

Full report

Information about the setting

The childminder registered in 2001. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 17 and 14 years in the Dobcross area of Saddleworth, Oldham. Most of the childminder's house is used for childminding purposes and there is an enclosed area available for outside play. The family have a dog, cat and goldfish as pets. The childminder takes children to and from local nurseries and schools. She attends local parent and toddler groups and playgroups. There are currently 10 children on roll, four of whom are within the early years age group and attend for a variety of sessions. The childminding provision operates from Monday to Friday from 7am to 6.15pm, all year round, with the exception of four weeks in the summer for family holidays. The childminder is a member of the Professional Association for Childcare and Early Years and receives support from the local authority. The childminder cares for children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- consider using photographs of family and significant people and places in children's lives to further enhance the settling-in process and as they prepare for new experiences.

Inspection judgements

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

The childminder has an excellent knowledge of the Early Years Foundation Stage and a thorough understanding of how children learn best. The whole ethos of her practice is based around children learning through play and well-planned, enjoyable and challenging experiences. As a result, children receive a very high quality learning experience from the exceptionally skilled childminder whose teaching skills are superb. The childminder provides a very good range of activities and high quality equipment and resources that successfully captures children's interests. For example, children have a wonderful time outdoors as they excitedly explore leaves, investigate the texture of wet sand and jump up and down in puddles.

The childminder teaches children to play cooperatively, take turns, share resources and collaborate in their play. They are extremely independent as they move around the indoor and outdoor environment and self-select toys and equipment. Children's communication and language development is supported exceptionally well by the knowledgeable and experienced childminder. She intuitively tunes in to the individual sounds that children who are non-verbal communicators use to express themselves. The childminder provides a

running commentary as children play and helps them to expand on what they say by introducing new words and more complex sentences. Furthermore, she quickly identifies those children whose language is below expected levels of development. As a result, she can seek out timely interventions from external professionals so that achievement gaps are rapidly closed. Children with special educational needs and/ or disabilities are exceptionally well supported by the childminder who has an extensive understanding of their individual needs. She confidently develops Individual Education Plans, together with parents and external professionals to set realistic targets to help children progress and reach their full potential. Children develop excellent physical skills as the outdoor space is accessible to them every day, they dig in sand and have the space and freedom to run around and play football. As a result, children gain the skills, abilities and attitudes that provide them with an extremely firm foundation for their future learning.

The childminder closely observes what children like to do. She responds to their developmental needs by planning the resources, environment and activities to reflect their interests and next steps in their learning. As a result, children are thoroughly engrossed in their play, which keeps them motivated and eager to learn. Each child has an individual learning record. This is maintained to a very high standard and contains observations of significant learning, children's work and photographic evidence of their achievements. Children's learning is positively enhanced because parents are fully involved in their children's learning from the point of entry into the setting. The childminder gathers detailed information from parents to establish what children can do. She builds on this information by completing a baseline assessment to use as a starting point for their future learning and development needs. Parents access their children's learning records at any time and are provided with a summary of their activities and progress on a regular basis. They are offered many opportunities to contribute to their children's assessment records and share significant experiences, interests and observations of their children's achievements at home. The childminder provides suggestions and activities to help parents to continue to support their children's learning and development. For example, she discusses new words and milestones that children have achieved in the setting so that parents can build on children's learning at home. This results in extremely strong links between home and the setting and means that partnerships with parents are highly effective.

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

Children share very positive relationships with the extremely skilled childminder who is caring and sensitive to each child's individual needs. They are confident and content in the childminder's home and actively seek out her comfort if they are tired or need reassurance. The childminder spends time talking to parents in detail about their children's likes, dislikes and daily routines. She provides a highly effective settling in process to ensure every child feels especially secure. However, the childminder has not yet fully considered using photographs of significant people and places in children's lives, to help them prepare for new experiences and further enhance the settling in process. The childminder is always nearby to offer support and encouragement. This results in children being confident to try new things and participate in the high quality resources and exciting activities the setting has to offer.

The childminder provides opportunities for children to make choices in their activities but also very importantly provides a familiar routine which helps them feel safe and self-assured. Children have their own coat peg and self-register as they arrive, which has a significant impact on their sense of belonging. Their work is attractively displayed on the wall, which makes them feel valued and promotes their self-esteem exceptionally well. As a result, children's emotional well-being is extremely well supported. The childminder ensures children are given every opportunity to develop their independence and self-care skills in readiness for school. For example, she teaches them to be self-sufficient as they manage their own personal care needs in the bathroom. The childminder teaches children to wash their hands after playing in the garden and before eating so that they do not get germs. Physical exercise is positively promoted on a daily basis. The childminder also provides children with opportunities to rest and relax when they need to. They sleep in travel cots in a calm, quiet room, so that they wake up refreshed and re-energised. Children are provided with a wealth of nutritious meals and snacks and are encouraged to try new foods and textures. The childminder talks to children about food that is good for them and explains that they need a healthy diet to help their bodies grow. Consequently, children demonstrate through routines that they have an excellent understanding of the importance of regular exercise, a healthy diet and attendance to their own personal needs.

The childminder consistently gives the highest priority to the safety of children and effectively supports them to develop their understanding of how to keep themselves safe. For example, she teaches them how to cross roads and use the pelican crossings when they are out walking. Children display high levels of confidence with day to day routines and understand the procedures in place to ensure they are kept safe. The childminder gently reminds very young children about safety in the house, such as walking indoors and tidying up resources so that they do not trip over them. She helps children to learn to take controlled risks by teaching them how to climb up and down stairs holding on to the handrail. The childminder is exceptionally skilled at managing children's behaviour. She is calm and patient in her interactions and acts as an excellent role model. The childminder provides clear and consistent boundaries and children respond well as they listen to her explanations about how their actions affect the feelings of others. Consequently, children's behaviour is consistently very good.

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

The childminder gives safeguarding very high priority and is fully aware of her roles and responsibilities to ensure children are protected from harm. Extremely thorough safeguarding policies and procedures are shared with parents and underpin the excellent practice. The childminder has an expert knowledge of the signs and symptoms of abuse and neglect, what to do and who to contact in the event of a child protection concern. Accurately maintained records also ensure children's welfare is meticulously protected. Security systems, such as locked doors and gates and verification of the identification of visitors ensure that children are kept safe from unwanted intruders. Comprehensive risk assessments are completed to the highest standard and include all areas of the premises, activities and outings, to ensure children's safety remains paramount. As a result,

children's safety and well-being is exceedingly well promoted.

The childminder demonstrates an excellent understanding of how to facilitate children's development through her comprehensive knowledge of the Early Years Foundation Stage. Consequently, children's progress towards the early learning goals is significantly enhanced. Systems for monitoring educational programmes, individual planning and assessment are robust, so that children receive a rich and varied learning experience based on their individual developmental needs. This also means that the childminder can implement early interventions to support children's learning, including the involvement of other agencies and professionals, if necessary. Therefore, all children make rapid progress in their learning, no child is disadvantaged and the achievement gap is narrowing. Self-evaluation is well documented and highlights the strong emphasis on maintaining high levels of achievement for all children. The childminder has worked incredibly hard to improve her practice and has fully addressed the action and recommendations from the last inspection. This is particularly evident in the childminder's excellent knowledge and understanding of the revised observation and assessment process and how to plan for children's next steps. The childminder is totally dedicated to her work with the children and consistently strives to provide them with the best possible care and education. Strengths and areas for development are clearly identified and targeted plans are in place to secure continuous improvement. Children and parents are involved in the self-evaluation process through questionnaires and discussions. The childminder also uses the 'Journey into Excellence' document as a valuable audit tool to evaluate her practice on an ongoing basis. Furthermore, the plans that are in place for the childminder's ongoing professional development are extremely well targeted and prioritised. This has a significant impact on improving learning outcomes for children. The childminder establishes outstanding relationships with parents, other providers and external agencies. Consistent communication sharing and strong links with the local nurseries and schools help ensure that children are supported exceedingly well as they move on to the next stage in their learning.

Parents are provided with a comprehensive range of information about the service. For example, they all receive an extensive induction pack, regular information about what children are doing and have continuous access to clear policies and procedures. Parents are highly complimentary about the childminder and the service she provides. Most parents choose the childminder because she has been highly recommended by other parents. They comment that the setting is child-centred and children are kept safe while in her care. Parents state that the childminder has a thorough and effective system in place for taking children to and from school to make sure they are safeguarded. They comment that children benefit from clear consistent boundaries that teach them how to behave appropriately. The parents state that the childminder is professional, warm and has a sense of fun and that the learning experience she provides is consistent with that in school. Parents are very appreciative of the information they receive on a daily basis about children's learning and the progress they make.

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	501585
Local authority	Oldham
Inspection number	819329
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	01/02/2012
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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