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|--------------------------|------------|
| <b>Inspection date</b>   | 15/09/2014 |
| Previous inspection date | 21/06/2013 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 1 |
|  | Previous inspection:    | 1 |
| 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 plans a vast range of activities which are tailored to meet children's individual needs. Consequently, children are eager to learn new things and are making excellent progress in their learning and development.
- The childminder has excellent relationships with the children she cares for. As a result, children are very settled and secure during their time with the childminder.
- The childminder has an in-depth understanding of how to keep children safe which helps to protect them from harm.
- The childminder has positive relationships with parents which helps children to settle quickly when they start with the childminder and ensures parents can readily communicate information with her.

## 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 carried out a number of observations of activities planned by the childminder, including a joint observation.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and viewed her self-evaluation form.
- The inspector took account of the views of parents, through the use of written testimonies.

## Inspector

Sarah Taylor

## Full report

### Information about the setting

The childminder was registered in 2011 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her two adult children and two young children aged nine and four years in the Hazel Grove area of Stockport. The family has a cat. The whole of the ground floor of the premises are used for childminding purposes. There is a large enclosed rear garden available for outdoor play. There are currently seven children on roll, who attend for a variety of sessions. Of these, six are within the early years age range and one is a school-age child, who attends before and after school and during school holidays. The childminder operates from Monday to Friday from 7.30am to 6pm, all year round. She visits local playgroups and attends a childminding group. The childminder supports children with special educational needs and disabilities. The childminder holds an early years qualification at level 3 and 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:

- develop even further, children's understanding of the world by increasing opportunities for children to explore the similarities and differences between themselves and others.

## Inspection judgements

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

The childminder plans a superb range of activities which children thoroughly enjoy accessing. For example, young children relish playing in the soapy water, where they wash the dolls and blow bubbles. This supports their exploration and discovery. The childminder enhances activities by asking children challenging questions. For example, while drawing self-portraits the childminder asks the children how they are feeling and what type of face they will draw on their self-portrait. This encourages children to think about their feelings and promotes their personal, social and emotional development. The childminder uses an excellent range of teaching methods to help children to make rapid progress in their learning. She motivates children by modelling enthusiasm and curiosity and reinforces children's thinking processes. For example, during a building activity the childminder says "that is an interesting way that you sorted your blocks. Tell me what you were thinking."

A vast and interesting range of resources, further supports pre-school children's learning and development. For example, the array of numbers and different texts, displayed around the rooms helps to promote children's early literacy and numeracy skills in readiness for school. Planning is focused on meeting children's individual needs. The childminder carries out regular and detailed observations on each individual child. This

means that she can accurately access their progress, in working towards the early learning goals. The childminder is familiar with the progress check at age two, and completes this for all children within this age range. Exceptional relationships have been established with local schools. For example, the childminder visits the schools, where children in her care attend, to discuss their progress. The childminder then uses this information and completes her planning in conjunction with teachers. As a result, when children move onto school, this transition is smooth and their new carers have a detailed picture of what children already know and can do.

The childminder explores the concept of letter recognition and sounds with the children and encourages early reading skills through the use of books. Children enjoy learning about the natural world, as the childminder plans activities such as 'bug hunts' and painting with natural materials. The childminder teaches children a range of self-helps skills such as putting on their own coats and shoes. As a result, children are making rapid progress in their learning. Parents speak very highly about the setting and say they feel deeply involved in their child's learning. The childminder provides a wide range of activities to parents, that they can carry out at home, with their children. The childminder supports younger children to thrive in their learning, for example, by singing simple rhymes with the children, exploring sensory materials such as, gloop and using props such as puppets, to make stories fascinating. This promotes young children's creative and communication skills incredibly well.

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

The childminder has developed highly positive relationships with parents. This helps children to settle quickly when they first start in the childminder's care. The childminder offers a settling in period for all children, which supports their emotional well-being. Children readily have cuddles with the childminder and she is very responsive to their needs. This ensures children are very happy in her care. Children enjoy working together during the building activity, which helps to promote their personal, social and emotional development. The childminder supports children with special educational needs and is very familiar with how to access any additional support for children, should this be required. The childminder's home is warm, clean and welcoming. Photographs from home support children to develop an understanding of the similarities and differences between themselves and others. However, there is scope to extend this even further.

The childminder has created a highly inclusive environment that supports all children's needs exceptionally well. For example, children have created a brightly coloured mural that depicts the different cultures around the world and role play resources consist of interesting items that represent different cultural festivals. Children enjoy a range of healthy meals and snacks such as salmon and broccoli and vegetable pasta. The childminder promotes children's independence, by involving them in preparing meals and setting the table. This provides the children with useful skills, which they can use when they transfer to school. The childminder uses every opportunity to build on children's learning. For example, she encourages the children to count the plates at lunch time and involves them in washing the vegetables. Children's personal hygiene is well promoted. For example, the childminder encourages them to wash their own hands before and after

meals and provides disposable tissues so that children can blow their own noses.

Children enjoy a range of outings, for example, to the park and thoroughly enjoy accessing the childminder's garden where they climb, run and jump. This helps them to develop their physical skills and ensures that they have lots of opportunities for exercise and fresh air. Children's behaviour is excellent. This is because the childminder has created clear rules and boundaries in conjunction with the children. The childminder plans a wide range of activities that help children to keep themselves safe. For example, children write their own stranger danger rules during an activity and carry out risk assessments with the childminder. As a result, children are learning how to keep themselves safe from harm.

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

The childminder has an excellent understanding of the necessary steps to take to safeguard children and is very familiar with the signs and symptoms of abuse. The childminder is clear who to report any concerns to and she has a detailed policy in place for the appropriate use of mobile phones and cameras. She is familiar with the importance of checking the identity of adults who come into contact with the children in her care and the importance of supervising the children at all times. The childminder carries out regular safety checks of her home and completes thorough annual and daily risk assessments. This helps to minimise the potential risks, to children.

The childminder has an in depth understanding of the Statutory framework for the Early Years Foundation Stage and her practice is exemplary. She uses this exceptional knowledge to monitor and identify how well children are progressing and what she needs to do next, to promote children's learning even further. The childminder monitors groups of children, so that she can easily identify any gaps in children's learning and access support promptly, should this be required. The childminder has incredibly close professional relationships with other agencies such as physiotherapy and speech and language therapists. This ensures children's individual needs are very well met. The childminder provides the school and other settings with regular progress updates about children in her care, which further contributes towards supporting children's learning and development for the future. The childminder asks for daily feedback from parents about any activities their children have enjoyed at home and incorporates this into her weekly planning. This helps to involve parents in their children's learning.

The childminder uses a self-evaluation form and parent questionnaires to identify her priorities for improvement. She uses the views of children and parents to ensure that future developments bring about the most rapid improvements for the children in her care. The childminder is committed to continuously improving her setting and attends training opportunities such as, food hygiene and working with travelling families, training. This helps her to continually develop the service she offers.

### **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

|                                    |             |
|------------------------------------|-------------|
| <b>Unique reference number</b>     | EY432534    |
| <b>Local authority</b>             | Stockport   |
| <b>Inspection number</b>           | 989289      |
| <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>      | 4           |
| <b>Number of children on roll</b>  | 7           |
| <b>Name of provider</b>            |             |
| <b>Date of previous inspection</b> | 21/06/2013  |
| <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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