

Inspection date	29/10/2014
Previous inspection date	04/02/2009

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

- There are exceptionally good opportunities for children to make decisions, work cooperatively and develop their independence and social skills. The childminder is effectively deployed to consistently provide well-targeted support for children, in order that they can achieve as much as possible.
- Children are meaningfully involved in evaluating and influencing outings and activities. As a result, they are happy and settled. They have developed a strong sense of belonging through secure attachments with the childminder.
- The quality of teaching is exemplary and the childminder is highly effective at demonstrating how children learn, not just what they learn.
- Exceptionally good partnerships between the childminder, parents and other key persons ensure that the individual needs of children are consistently well met.
- The childminder leads by example, and self-evaluation is highly effective in bringing about sustained improvements, such as strategies to improve communication between other Early Years Foundation Stage providers.
- The childminder's understanding of the safeguarding and welfare requirements is extremely secure; safe practice is firmly embedded and children play in a safe, welcoming and supportive environment.

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 looked at the premises in relation to health and safety.
- The inspector observed the childminder's practices and her engagement with children throughout the inspection.
- Children's activities were jointly observed and discussed with the childminder in relation to teaching and learning.
- The inspector looked at the children's records of achievement, observations and assessments in addition to other relevant documentation.
- The inspector took account of the views of children and parents spoken to on the day of the inspection.
- The inspector checked the childminder's suitability and qualifications and discussed issues arising from self-evaluation and action plans.

Inspector

Cathleen Howarth

Full report

Information about the setting

The childminder registered in 2008 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her partner and child in the Milnrow area of Rochdale. The whole of the ground floor of the childminder's house is used for childminding purposes. This includes the main activity room, lounge, dining/kitchen, utility area and the ground floor toilet. Children also use the bathroom on the first floor. There are enclosed gardens for outside play. The childminder provides care throughout the year on Monday to Friday from 7am to 6pm with the exception of family holidays. She takes and collects children from local schools and pre-schools. The childminder attends a local childminding support group at Moorhouse and Belfield Sure Start Children Centre. Transport is provided. Currently, there are four children attending on a part-time basis and of these, three children are in the early years age group. The childminder has a qualification at level 3 and she recently achieved the highest level in Rochdale's Early Years Quality Assurance Award.

What the setting needs to do to improve further

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

- continue to extend the range of natural resources in the treasure basket for toddlers to explore and examine.

Inspection judgements

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

Given their starting points, children make significant progress in their learning. At the point of registration, and during the settling-in period, the childminder develops a wealth of knowledge about what children can do. She uses this information to support and skilfully shape their learning experiences within the setting. Observations and assessments of children are detailed and rigorous in identifying their next steps in learning. Snapshots of significant observations are systematically captured on camera, or in brief written accounts, and this information is later transferred into children's individual development books. Tracker forms are used highly effectively to show parents the excellent progress children make towards the early learning goals. Parents are encouraged to regularly observe their children at home and to share this information with the childminder through the daily contact sheet. This enables the childminder to support children's interests and learning from every angle. It also enables parents to reinforce and extend their children's learning at home. Relevant examples include reading library books, learning phonic songs and reinforcing the colour of the week. A distinct feature is the childminder's attention to detail, and the precise assessments of children identify where they are in their learning. The childminder skilfully identifies and supports children's next steps in learning in highly innovative ways. For example, through verbal exchanges with parents, the childminder

identifies children's favourite activities, such as trains and construction and, subsequently, they are purposefully incorporated into activities. Children travel on trains and explore a discovery centre in Manchester, where they learn building tips on a small-world building site. They build towers with giant soft building bricks and construct houses and racing cars out of small connecting bricks. There is a chance to sit in a crane cabin and pull and push levers. Activities are linked to children's prior learning exceptionally well. For example, children look forward to the 'listening and seeing' walks, planned to reinforce the current autumn theme and to build on the children's interest in animal stories and outside play. Children collect leaves and conkers, and in art and craft sessions they use them to make prints, effectively using all their senses, experimenting with texture, colour and smell. As a result, children are actively involved in activities that interest them and provide them with exceptional depth and breadth in their learning. The childminder has extremely high expectations of children, providing them with a wide range of rich and imaginative learning experiences to take part in, which motivates them to learn more.

Children are extremely well supported in the acquisition of communication and language skills and in their physical, personal, social and emotional development. For example, the childminder knows the more words a child hears, the better talker that child becomes. A high level of consistency is therefore maintained. The childminder continuously supports and reinforces early language and social skills through age-appropriate conversations and open questions. Wall displays include children's word banks for parents to view. The childminder's practice is exceptionally good because both the quantity of words and also the quality of words spoken clearly influence the children's ability to become good communicators. For example, children imitate words and sounds and they reply to the childminder's open questions. The childminder is constantly watching for opportunities to support and extend children's learning and development through well-considered, timely interventions. She works closely alongside the children, highly effectively modelling skills and attitudes, such as reminding children to tidy up before they go home. Children appreciate and value others' differences, such as ethnicity, language, culture, religion and gender. The childminder enhances her setting by introducing books and resources to support them in their understanding of diversity in the wider community. Relevant examples include Diwali, the Hindu festival of light. Children's artwork contributes to the wall display with candles made out of decorated paper plates and colourful firework displays. There are a wide range of positive images in and around children's play environments, for them to observe on a daily basis. This is done to support children's natural curiosity and to encourage meaningful discussions that arise from their observations. Resources and activities promote non-stereotypical roles and attitudes, such as role play with dolls, food tasting sessions, musical instruments and experimenting with sound, jigsaw puzzles and other puzzles. Children are highly valued as unique individuals and they are fully included and involved in all aspects of the provision.

Working with parents as partners is an integral part of the provision. The childminder works extremely hard to ensure that a shared approach to children's learning is achieved at every opportunity. She is persistent in finding different ways to communicate with the children's other key people in order to successfully promote a seamless approach to delivering the framework. She liaises extremely well with staff at preschool to complement children's learning, for example, through Halloween related activities. Children have great fun looking for pretend spiders in a tray filled with dried lentils, containers and funnels. An

open-door policy ensures that parents feel welcome to communicate with the childminder at any time. Parents regularly review children's assessments and development records with the childminder and they contribute by carrying out observations of their children at home, complementing their next steps in learning within the setting. The progress check for children aged between two and three years is a relevant example and they are always completed in a timely manner.

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

Children thrive in a stable, welcoming, homely and relaxed environment. Their emotional well-being is exceptionally well supported because the childminder is calm, kind, caring and sensitive in supporting their individual needs. As a result, children form strong emotional attachments with the childminder and they feel safe and secure. Displayed artwork ensures that children have a sense of belonging and can feel proud of their achievements. Children's physical well-being is promoted extremely well through a range of well-planned activities, including energetic outside play in all weather. Parents are reminded to bring waterproof footwear to the setting and children know how to dress according to the changing weather. They have daily opportunities to exercise when they play in the garden and go on walks with the childminder. Healthy eating is highly effectively promoted within the setting, and the childminder ensures that snacks and lunches are always healthy and nutritious. Children are purposefully taught about the effects of germs and hand-washing routines are embedded. High levels of consistency significantly promote children's good health and help to develop their growing understanding of healthy eating practices and the need for regular physical exercise.

The childminder and parents have high regard for children's emotional and physical good health. By working collaboratively, they successfully promote healthy lifestyles and assist children to make informed and responsible choices about their personal care and well-being. For example, children go swimming with the childminder and they are learning how to float, paddle, kick their legs and swim in the water using arm bands. The childminder's highly effective techniques teach children about keeping themselves safe. She talks to them about the dangers of talking to strangers, and road safety is always reinforced. Other related activities at the setting include story time and role play, which reinforces children's learning in relation to personal safety. As a result, children confidently manage risks for themselves and develop an excellent understanding of how to keep themselves safe in a range of situations.

The childminder understands children's preferred routines for rest and sleep. Children choose where they sleep, such as on the floor mats, in the travel cot or in dens and tents with scatter cushions and blankets. The childminder models positive behaviour exceptionally well. Children are well mannered and always say 'please' and 'thank you'. Children have an excellent understanding of the rules and boundaries of the setting and consistently demonstrate positive behaviour and attitudes. The childminder supports children who are moving on to pre-school exceptionally well. She engages with parents and other key people to successfully promote smooth transitions. Older children are encouraged to share positive experiences and they use role play to express their ideas and

emotions. As a result, children are extremely well supported as they move from one setting to another.

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

The childminder has an exceptionally good understanding of child protection issues and procedures. She fully understands her responsibilities with regard to safeguarding children and this includes robust vetting procedures. Policies and procedures are exceptionally well written, reviewed regularly and clearly help to underpin excellent childcare practice. For example, children's accident, incident and medication records are well maintained. Children's safety is highly regarded within the setting and on outings. Permission is sought from parents to allow children to visit places of interest, such as farms, museums, lakes and country parks. Children routinely visit the library to choose and borrow books, which they read at the setting and at home.

The childminder's pursuit of excellence is evident in all the training she has obtained since the last inspection. She translates theory into practice extremely well in the children's best interest. For example, systems to observe and assess children's play have been successfully developed, and the childminder confidently demonstrates her expertise in promoting and supporting children's learning. She is an experienced, highly committed practitioner who has an excellent understanding of all the requirements of the Early Years Foundation Stage. She implements them highly effectively to ensure that all children make significant progress in their learning through a range of highly innovative, exciting and challenging activities. Rigorous assessments are completed and used to track children's progress towards the early learning goals. An impressive feature is the childminder's attention to detail. She is able to interpret and understand children's needs and wishes through their conversations, words, gestures, sounds, expressions and disposition. She is continually focused on recognising and meeting children's care, learning and welfare needs. The quality of teaching is exemplary because the childminder is highly effective at promoting how children learn, not just what they learn. She always works with integrity and the work required following the last inspection was embedded to further promote children's welfare and safety. Self-evaluation is an integral part of the provision and this is done exceptionally well in partnership with parents and children, for example, evaluating activities with them.

Working in partnership with parents is promoted extremely well. The childminder engages with them at every level to ensure they are happy with the care she provides and children feel part of a homely environment. Parents respond honestly to probing questions in parent questionnaires. They know the childminder is very approachable and accommodating, and she supports children's individual needs very effectively. Parents are kept fully informed of their children's learning and development through regular discussion, daily contact sheets and regular reviews of their children's learning files. As a result, a shared approach to children's learning is fully embraced. Partnerships with other agencies are exceptionally well established. The childminder attends local children's centre and she regularly shares best practice with other practitioners in the early years sector. She values the ideas and views that other professionals contribute and works

professionally with other agencies to ensure children receive the support they need. There are many opportunities for children to engage in multi-sensory play. Relevant examples include trips and outings to interactive museums and discovery centres. However, there is scope to further enhance this aspect of the provision for toddlers at the setting in relation to heuristic play. Self-evaluation is an integral part of the provision and the childminder has already identified and prioritised this aspect of the provision to be developed. A detailed action plan is in place outlining the childminder's proposals to extend the range of natural resources in the treasure baskets to improve the children's self-chosen sensory experiences. This includes adding different items, like lavender bags and silk for children to explore and examine.

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	EY381829
Local authority	Rochdale
Inspection number	821573
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	04/02/2009
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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