

Inspection date	17/11/2014
Previous inspection date	08/10/2008

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
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 excellent knowledge of how to safeguard children's welfare if she has any concerns of this type. She manages risk effectively to protect children from accidents and teaches children how to manage their own safety.
- The childminder demonstrates a highly comprehensive understanding of how to manage children's behaviour and work effectively in partnership with parents to enable children to learn how to do this for themselves.
- The childminder demonstrates outstanding practice in supporting children's learning, so that they make very rapid progress from their starting points in all areas and have a wealth of skills needed to achieve at school, including for independence.
- The childminder has created an exceptionally rich and vibrant learning environment both indoors and outside which continually reflects children's interests and needs in order to provide excellent support for their learning.
- The childminder forms highly effective partnerships with other settings that children attend in addition to her own in order to exchange information that enhances their learning through continuity of approach.
- The childminder demonstrates an excellent commitment to enhancing her own practice and that of her assistant in order to continually strive for improvement in the exceptionally high standards she maintains in her provision for 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 viewed the areas of the premises used for childminding.
- The inspector checked the qualifications of the childminder and her assistant, 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 inspector discussed the childminder's knowledge of areas, such as safeguarding and individual children's learning.
- The inspector and the childminder discussed the ways in which the childminder evaluates her provision and seeks the views of others to inform this.

Inspector

Jennifer Kennaugh

Full report

Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in the Newhey area of Rochdale. The building is accessible by a pathway to the rear of the property. The whole ground floor of the childminder's house and a rear bedroom are used for childminding. There is an enclosed garden for outdoor play. The family have a dog as a pet. The childminding setting operates from 7.30am to 5.30pm on weekdays all year round apart from family holidays and bank holidays. The childminder is qualified to level 3 in childcare and works with a part-time assistant who has Early Years Teacher status. There are currently 11 children on roll attending for a variety of sessions, of whom eight are in the early years age range. The childminder takes children to and collects them from local schools and pre-schools. She is a member of the Professional Association for Childcare and Early Years and receives support and advice from the local authority. The childminder has completed the High Five quality assurance scheme, achieving the highest level and participates in the local dental health quality scheme.

What the setting needs to do to improve further

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

- make greater use of visual prompts during small group activities so that children are supported to recognise more rapidly what is expected of them in order to further facilitate their learning.

Inspection judgements

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

The childminder has an exceptional understanding of the ways in which young children learn, as well as the learning and development requirements of the Early Years Foundation Stage. For example, she has a very strong understanding of how to support the repetitive play of very young children in order to maximise their progress. The childminder has created a rich and dynamic learning environment indoors and outside that reflects the needs and interests of all children attending. This provides an outstanding level of support for their progress and she continually strives to enhance this to maximise her support for individual children's learning needs. The childminder establishes children's starting points in learning when they join her setting, using highly comprehensive observations of what they can do as well as detailed information provided by their parents. She is consequently able to form meticulous plans for their learning from the outset, with particular emphasis being given to establishing children's starting points for their development in communication and language skills. This enables the childminder to target her initial plans for children's learning with an exceptional degree of precision. Children's subsequent

progress is monitored in similar detail in order to form ongoing plans for learning that are highly precise to their needs. This meticulous approach to assessment means that the childminder can address any emerging gaps in learning swiftly in order to minimise future difficulties. The childminder has implemented the progress check for children between the ages of two-and-three years as part of her highly comprehensive approach to using assessment to support planning.

The childminder makes frequent observations on the behaviours children show when learning. This is so that she can monitor how they are learning and adapt her practice quickly in order to make the best use of this information to support their progress. She uses this to enhance the precision with which she plans activities that challenge children in their learning. Consequently, children make very rapid progress from their starting points in all areas of learning towards the early learning goals and are acquiring the skills and attitudes they need for their eventual move to school. Parents receive highly detailed information regularly about their children's progress and all are supported to play an active role in their children's learning and the planning for this. For example, the childminder and parents ensure that they have the same stories at home and with the childminder, when children develop a particular interest in these. Parents are therefore supported to reinforce the learning experiences that children receive with the childminder and this further contributes to the excellent progress made by children. The childminder demonstrates exceptional skills and knowledge of how to promote the learning of all ages of children in the early years age range. For example, she implements a highly comprehensive approach to teaching children letters and sounds based on their individual progress, prior to them attending full-time school and also after this by exchanging information with their teacher. The childminder places a strong emphasis on children being active in their learning through first-hand experiences. For example, when children show an interest in fairies, she plans for children to make a 'fairy garden' outdoors. Children make and paint models for this, and the childminder provides a range of natural and synthetic objects for children to use independently to construct outdoor displays of these as a shared activity. This provides superb support for children's learning in all areas through an experience that fires their imagination and consequently motivates them to learn and develop. She complements this with stories and other activities indoors, to ensure that all children are supported to learn in the environment where they do this best, whether inside or out. The childminder makes use of her outdoor classroom in order to teach children numbers and comparative size through planting different numbers of seeds in different sizes of pots. This provides highly effective support for early learning in mathematics outdoors for children who learn best in this environment. Children have excellent opportunities to make marks using a very wide range of resources indoors and out, in order to support the skills they need before later learning to write.

The childminder demonstrates excellent skills in supporting children's development in thinking and communication. She targets her questions to provide highly consistent support for children to think of answers in phrases or sentences in order to reinforce their speaking skills. As a result, children make exceptional progress in their development of communication and language. The childminder ensures that children maintain excellent progress in their knowledge of numbers by weaving language associated with this into every opportunity. This means that children become familiar with this from an early stage and begin to incorporate this into their play. For example, children say some numbers in

order and also begin to demonstrate accurate knowledge of the quantities they represent, including children for whom the progress check does not yet need to be completed. This demonstrates the rapid progress supported by the childminder's exceptional practice. Children have a wealth of opportunities to learn about diversity through the childminder's teaching about other countries, cultures and festivals and the vibrant indoor displays made with children reinforce this. The childminder uses outdoor activities and exploratory play experiences to teach children about the natural world, making particular use of the changes due to the seasons for this. For example, children gather fallen leaves and other signs of autumn then re-visit the opportunity to handle these with the childminder. This provides highly effective support for their development of manipulative skills as well as further reinforcing their speaking skills through talk about the range of textures, sounds and colours they experience. The childminder makes frequent use of shared song and rhyme times, with some use being made of visual prompts to help children understand the expectations for their behaviour so that learning can be achieved more quickly. These activities enable children to experience rhyme and rhythm to support their early development in literacy.

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

The childminder demonstrates exceptional practice in supporting children's emotional and physical well-being. She obtains highly detailed information from parents prior to children attending in order to tailor her practice to meet their needs. She subsequently works exceptionally closely with parents to support children's social and emotional development. For example, if children begin to demonstrate unwanted behaviours, she works closely with parents to ensure consistency of approach to discourage these. She shares resources with parents, such as books about how children can use their hands in positive ways as part of her effective practice for children to learn good social skills. The childminder implements clear and consistent boundaries for what is acceptable behaviour in order to help children learn how to manage this for themselves. She shows children the consequences their unwanted behaviour has for others in order to help them learn why they need to be kind. The childminder makes use of very good strategies to help children learn to take turns, such as praising children who do this well, in order to motivate others to copy this behaviour. She has an excellent understanding of how to match challenge to children's learning needs for this skill, such as by having children wait only one turn before they can serve themselves at snack time then increasing this as they develop greater self-control.

The childminder provides highly effective support for children to learn self-help skills through the daily routines, as well as to learn the satisfaction that can be achieved through helping others. For example, children are encouraged to find their water-proof suits and boots before outdoor play and to try to put these on themselves in the first instance. The childminder is careful to offer help to children, rather than giving it without asking, so that children can make the decision of whether they need this or not. She also encourages children to help to tidy up toys so that they make a positive contribution together. The childminder makes exceptional use of snack times to support children's development of manipulative and communication skills. For example, the childminder brings fruit to the table and asks children to name them as they make their choices. She

also encourages children to cut their own fruit using plastic knives and children demonstrate highly competent skills at an early age in this as they know to use the point of the knife to make cutting easier. The childminder participates in the local dental health quality scheme and provides comprehensive guidance to parents about the foods they should provide for healthy packed lunches for their children. She also displays a wealth of information about healthy lifestyles and children delight in brushing their teeth several times during the day. This supports good habits for dental health being established for children. The childminder provides outstanding opportunities for children to enjoy outdoor play in order to develop their whole-body control through challenging their skills. Children have a wide range of equipment to choose from that meets their ages and stages. For example, the childminder provides two items of some equipment, such as trampolines with different heights and sizes to meet the differing needs of children. Children have excellent opportunities to pedal, push, climb, jump and run in the large space available, as well as to develop their manipulative skills through play with implements in the mud kitchen, sand pit and water table. The childminder also use the outdoors to support children's independence skills as she encourages them to tidy away wheeled toys next to the photograph on the wall that matches the one they have used. The childminder teaches children about road safety and the dangers associated with strangers through discussion on outings and also by activities on the premises. This provides a robust basis for children to later manage their own safety. She also uses simple rules, such as not allowing running indoors to help children learn the possible consequences of their actions for their own well-being.

The childminder provides excellent support when children transfer to full-time school in order to support their emotional well-being at this time. She accompanies children on visits to meet their next key-person and familiarises them with school by taking children for regular walks to see the buildings. The childminder also uses stories and creative activities to support children to adjust to leaving her care in order to attend school. Children are exceptionally confident in the childminder's care as a result of her support for their self-help skills, as they learn to be highly competent in managing these themselves. Consequently, the childminder ensures that children are very well prepared with the independence skills needed for success at school, as well as the behavioural and social skills that will enhance their ability to settle there in order to learn.

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

The childminder has an excellent understanding of how to manage any safeguarding concerns she may have about children and maintains a wealth of information to keep her knowledge up-to-date. The childminder also ensures that her assistant maintains her safeguarding knowledge through attending courses for this in order to protect children's welfare. Risk is managed effectively in order to support children's safety and risk assessments are reviewed regularly to ensure that they continue to meet children's needs. All adults living or working on the premises have been checked for suitability in order to protect children's welfare. The childminder and her assistant have valid qualifications in paediatric first-aid in order to deal correctly with any minor injuries or accidents. The childminder meticulously maintains all documents and records required in order to support

the safe and effective running of her provision. The childminder implements a highly comprehensive range of policies to underpin her practice, sharing these with parents so that they understand how these are intrinsic to the excellent standards of care and learning provided in the setting.

The childminder demonstrates a consistently high standard of teaching and an excellent knowledge of the learning and development requirements. As a consequence, children make exceptional progress from their starting points in all areas of learning in readiness for school. The childminder monitors her assessments, planning and educational programmes in detail in order to ensure that children are supported to make maximal progress in learning. She makes highly effective links with other settings that children attend in order to exchange information about assessment and planning and this therefore enhances her support for their excellent progress. The childminder supports all parents to engage with their children's learning in order for this to be supplemented when children are away from her setting. This excellent partnership working further contributes to the very rapid progress made by children in their development and learning.

The childminder makes exceptionally rigorous evaluations of her practice and strives continually to enhance her provision for children's care and learning. She has addressed all recommendations from the previous inspection and implemented the action as part of her drive for improvement. The childminder frequently asks parents for their views on her practice in order to identify any enhancements that can be made and also seeks children's views about activities when she makes observations on their learning. The childminder therefore draws on a range of sources for her self-evaluation. She has completed all stages of the quality scheme implemented by the local authority, showing a rigorous approach to identifying areas of practice where she can enhance her already exceptionally high standards for the benefit of children. The childminder demonstrates a robust commitment to seeking out knowledge to enhance her provision through both taught courses and by the use of relevant information sources for childcare professionals. Her highly effective management skills have enabled her to support her part-time assistant to achieve Early Years Teacher status. The childminder and her assistant consequently form an exceptionally well-qualified and motivated team to enhance children's progress and well-being. The childminder demonstrates a superb commitment to enhancing her practice and that of others in order to provide excellent standards of care and learning for children.

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	EY222855
Local authority	Rochdale
Inspection number	872481
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	08/10/2008
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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