

Inspection date	20/11/2014
Previous inspection date	15/12/2008

The quality and standards of the early years provision	This inspection:	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 consistently demonstrates high quality teaching and provides a wealth of rich, stimulating activities that spark children's enthusiasm. She is skilled at maximising learning opportunities. As a result, children make excellent progress in all areas of their development.
- High quality observations of children's play, coupled with sharp, precise assessments of development, are used very well by the childminder to target next steps for children's learning. Rigorous monitoring of progress, including home learning, means that children are supported extremely well, through a highly individualised approach.
- Very warm, supportive attachments with the childminder give children deep emotional security and self-confidence to be active, independent learners. Consequently, they are exceptionally well prepared for future learning and moving on to school.
- Partnership working is exemplary, with highly successful strategies engaging parents, other professionals and other early years providers in making strong contributions to meeting children's individual needs.
- Extensive risk assessments are used to maintain a safe environment by identifying and minimising potential hazards in the home and on outings. The childminder has an excellent knowledge of safeguarding procedures, which means that children are very well protected from potential harm.
- The childminder continues to attend regular training to enhance her already excellent professional knowledge. Extensive self-evaluation and robust quality assurance of her provision ensures that the continued pursuit of excellence is rigorous and sustained.

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 tour of the premises used for childminding purposes.
- The inspector observed the childminder interacting with children and held discussions with her throughout the inspection.
The inspector looked at a selection of documentation, including observations and assessments of children's learning, risk assessments, safeguarding procedures, self-evaluation and children's records.
- The inspector looked at suitability checks carried out for all adults living or working within the home.
- The inspector took into account the written views of parents.

Inspector

Kate Smith

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 works with her daughter, who is also registered as a childminder. They work from her daughter's address in the Littleborough area of Rochdale. Her daughter's husband and three adult children live in the house. All areas of the property are used for childminding, including an enclosed rear garden for outside play. The childminder takes children on visits to a local farm, woods and the park on a regular basis. She is able to take and collect children from local schools. The childminder holds a relevant qualification at level 3 and her co-childminder holds a relevant qualification at level 6. There are currently 14 children on roll, eight of whom are in the early years age group and attend for a variety of sessions. The childminder operates from 7.30am to 6.30pm, all year round, except for bank holidays and family holidays. The childminder supports children who speak English as an additional language and children with special educational needs and/or disabilities. She is a member of the Professional Association for Childcare and Early years and holds an Investors in Children Award. The childminder receives funding for the provision of free early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- consider building on the excellent play opportunities already in place, to further encourage children to use resources to create props to support role play in the outdoor environment.

Inspection judgements

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

The childminder has a very good understanding of how children learn. She couples this with her excellent knowledge of the learning and development requirements to provide a very stimulating, exciting environment that motivates and engages children. The quality of teaching is consistently high, as a result, children are eager to learn. The childminder is highly skilled at ensuring that children have the time and freedom to engage in activities and follow their own ideas and thinking. Consequently, children are confident and active learners who concentrate on their chosen activity for long periods of time. For example, they draw circles representing the planets of the solar system and cut them out independently with scissors. They name the planets and make telescopes from modelling materials as they are eager to find them in the sky. Children are thoroughly engrossed, as they look into the sky for Jupiter, which they describe as 'king of the planets'. They

demonstrate they are inquisitive and persist as they search in their quest. The childminder supports their critical thinking exceptionally well, by asking appropriate questions and giving them time to formulate their thoughts. Consequently, children decide collectively that 'Jupiter has gone to sleep behind the sun' when they can't find the planet in the sky. This shows that children are able to connect their ideas and talk about why they think that certain things happen. They receive high praise and encouragement for their efforts from the childminder, and take pride in their achievements. Children are highly motivated and naturally inquisitive. This is because the childminder plans a rich and stimulating educational programme based around their interests. For example, children have built a mini-beast habitat in the garden that has recently been occupied by hedgehogs. Consequently, children are very eager to meet and nurture the new inhabitants. The childminder uses every opportunity to maximise learning for children, building on this enthusiasm. For example, children explain that hedgehogs are scared of noise and hide under leaves and logs to keep warm. Children collect leaves and twigs, differentiating which are 'crispy' and which are 'damp'. This enhances their language development and their ability to talk about differences. The childminder uses positional language of 'under' and 'over' to support children's mathematical development, along with relative sizes of 'long' and 'short'. Children know that the hedgehogs can eat worms and cat food but that milk makes them poorly. This shows that they show care and concern for living things in the environment.

The childminder has attended training, such as I-CAN, Every Child a Talker and Letters and Sounds, to support children's communication skills. As a result, utmost attention is given to enhancing children's language skills. Stories are brought to life with props and active participation. As a result, children are very enthusiastic to join in with repeated refrain and to answer questions that support their understanding. The childminder provides a wealth of stimulating resources that enable children to learn familiar letters and to make marks, enhancing their literacy skills. Children can find their own name and recognise that of their friends, supporting their emergent reading skills. The childminder has learnt key words in children's home language, to support those who speak English as an additional language. She models new words to reinforce their understanding, as a result they are well supported. Children are very eager to take part in number rhymes and action songs, making choices about what they want to sing next. This shows that the childminder listens to the views of children, as a result, they are highly engaged. Children build with large bricks, demonstrating that they can persist at a task as they stack them carefully to create enclosures. The childminder enhances children's physical development very well, with outings into the local community, to walk in the woods and visit the farm. Children help feed the chickens, building on their interest in nature and caring for animals.

Partnerships with parents, other professional and other early years settings are highly effective and make an excellent contribution to meeting children's individual needs. As a result, all children, including those with special educational needs and/or disabilities, make excellent progress from their starting points. Home visits and gradual admission enables the childminder to gather very detailed information about children's interests and starting points for learning. Excellent sharing of information, through regular discussion and daily diaries, enables parents to contribute to children's ongoing observations and assessments of learning. As a result, this supports continuity for children, and parents are very well informed about their children's development. Children's progress is meticulously tracked

across all areas of learning in real time. This means that the childminder has a very precise understanding of whether children's development is appropriate. Consequently, timely intervention can be sought, if necessary, to enhance individual development. The childminder completes comprehensive progress checks for children between the ages of two and three years. These are shared very well with parents and health visitors to support children's development. As a result of consistently high quality teaching, children are extremely well prepared for school.

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

Children form extremely warm and supportive attachments with the childminder. This is because she takes time to get to know their unique qualities through home visits and gradual admissions. Extensive sharing of home routines and children's ongoing interests means that parents make a very strong contribution to their children's well-being. Consequently, children are very settled and emotionally secure in the care of the childminder and her co-childminder. This provides a very solid platform for children to develop personal confidence and display a sense of belonging. As a result, children are very confident, active learners who make independent choices about their play. Therefore, they exhibit the skills they need to support their future learning, including their move onto school. Children play cooperatively and follow their ideas, persisting where challenges occur. For example, they take the lid off a bottle of glue when they can't squeeze it out, and delight when they solve the problem and it comes out in 'a big blob'. Children willingly share the resources and laugh as they explain to each other it is 'really gooey'. Consequently, they take great satisfaction and display great pride in their unique creative designs. The childminder is an excellent role model. She is kind, courteous and treats children with utmost respect. She has high expectation of children and consistently uses praise and encouragement to recognise children's achievements. Children are encouraged to share and take turns. They willingly support each other and play very well together. The childminder uses a consistent approach and children understand expected boundaries of behaviour. They are encouraged to help throughout the day, which builds their confidence and self-esteem. For example, children help to set the table for snack time. The childminder asks children to calculate how many chairs they need and to carry them carefully to the table. Children are eager to solve the problem and check they have the correct number by giving each one a child's name. The childminder encourages children to help prepare the fruit and pour their own drinking water. This shows that children are very well supported in their self-help skills and in taking appropriate risks in their play.

Children grow their own fruit and vegetables as they learn about healthy lifestyles. They share some of their produce at the local school harvest festival, which shows they support their local community. Children demonstrate an excellent understanding of how to attend to their own personal needs. For example, they wipe their own nose, wash their own hands and understand why it is important to brush their teeth. Music and action rhymes are eagerly embraced by children, who demonstrate enthusiastically that they can move rhythmically. They bend, stretch, jump and hop, learning about the effect that exercise has on their bodies. Free-flow play between the indoor and outdoor areas means that children have free access to the garden on a daily basis, which ensures that they benefit from fresh air and exercise. Children explore and investigate as they dig in sand, mud and

piles of leaves. Extensive opportunities to promote their gross motor skills, such as digging and building, are enhanced by trips into the local community. The childminder regularly takes children into the local woods to enhance their exploration and support their physical development as they walk, climb and balance. At the local park, children climb up ladders and challenge their large muscle control. Trips to the local farm enable children to learn more about nature and their local community. Outings to local rhyme time sessions enable children to mix with their peers. This allows them to gain person confidence around others. As a result, children's social development is supported extremely well within the childminder's setting and through widening children's experiences. The childminder ensures that children safety is central to her practice. Extensive risk assessments maintain a safe environment and children are taught extremely well how to keep themselves safe. For example, the childminder discusses with them the emergency evacuation on a daily basis. Consequently, children explain very clearly that they need to 'always walk away from flames' and know the danger of playing with matches and fire. The childminder and her co-childminder both have an up-to-date paediatric first-aid qualification. They are well deployed, which means that they can take appropriate action quickly, in the event of a minor injury, to promote children's health and well-being.

Children's emotional security is exceptionally well supported. For example, routines are very flexible and built around children's needs. As such, lunchtime is taken when it is convenient, so it does not have a negative effect on children's engagement in activities. Children reflect on what they have done each day prior to going home. This means that they help to evaluate their learning and share the information with their parents. The childminder keeps meticulous assessment records that she shares with teachers of local schools who visit children prior to starting school. This ensures consistency of care and continuity, to support children's individual learning and welfare requirements. These strong links enable ongoing sharing of information for children who attend more than one early years setting. As a result, complementary learning opportunities are very successful in enhancing individual development to maximum effect.

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

The childminder has an excellent understanding of her responsibility regarding the safeguarding and welfare requirements. As a result, extensive policies and highly effective procedures support children's safety. The childminder constantly updates her training regarding child protection, therefore, her knowledge of how to protect children from potential harm is extremely good. She is able to support children and families in need, due to her secure understanding of how to make referrals through the common assessment framework. Extensive risk assessments, for the home and for outings, and safe working practices support children's welfare. All required documentation is precise, current and professionally maintained. The childminder has ensured that all adults aged over 16, that live in the home used to care for children, have undergone suitable vetting procedures. She supports children's awareness of risk and how to keep themselves safe extremely well. Consequently, children's welfare is very well supported as a result of the childminder's exceptionally good understanding of safeguarding procedures.

The childminder is an experienced practitioner and has an excellent understanding of how children learn and develop. Her knowledge of the learning and development requirements is extensive, and used to best effect to support children's individual development. Very precise assessments of children's learning and continuous tracking of their development enable the childminder to target individual next steps. The childminder knows the children extremely well and is clearly able to highlight any gaps in their learning. She has extensive experience of working with other professionals to provide additional support for individual children, when required. As a result, all children make excellent progress in their learning, from their individual starting points. The childminder provides a rich educational programme, that she revises and improves, creating a truly stimulating environment that inspires young children. Links with other early years providers are highly effective and support children exceptionally well. This ensures that all carers provide excellent continuity for children's learning and their well-being. Strong partnerships with parents ensure that they are very well informed and fully engaged in their children's learning. The childminder seeks the views of parents, other professionals and children to shape and enhance her future practice. Parent's comments about the childminder's provision are very positive about the quality of care and learning their children receive. For example, they say that 'the early years education given is astounding' and that the 'consistency of care is very reassuring'.

The childminder's continued pursuit of excellence is underpinned by a passion to continuously enhance her own professional development. As a result, since her last inspection, she has undertaken extensive training to enhance her already excellent knowledge about children's learning and their welfare. The childminder and her co-childminder use highly detailed reflective practice to consider the quality of their provision. For example, peer observations are used to evaluate the quality of teaching and to inform future training. Extensive self-evaluation and regular quality assurance audits support future development plans that drive forward continuous improvement. The childminder has received a Hi-5 award from the local authority for her meticulous quality assurance programme. She has received an Investors in Children award, demonstrating her commitment to the quality of her provision. As a result, the childminder is dedicated to maintaining the highest levels of achievement for her personal practice and for children's progress.

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	EY226129
Local authority	Rochdale
Inspection number	848235
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	15/12/2008
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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