

Inspection date	21/11/2014
Previous inspection date	17/11/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The childminder demonstrates a secure knowledge of how to safeguard the welfare of children in her setting. There are effective measures in place to keep children safe by minimising risks.
- Children are happy and confident, as a result of the caring approach of the childminder and her sensitive approach to promoting their physical and emotional well-being.
- The childminder establishes children's starting points in learning and makes detailed plans for activities, which have the correct level of challenge in order to help children make very good progress in their individual learning.
- Effective and close partnerships are established with parents to support children's care and learning. The childminder thoroughly understands the importance of working in partnership with any other settings and professionals to support continuity.

It is not yet outstanding because

- Displays produced to enhance and consolidate children's learning are not always effective because they are not at the correct height to ensure that children can see and interact with them.

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, 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. Views of parents present were also taken into account by the inspector.

Inspector

Jennifer Kennaugh

Full report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three school-age children in the Heywood area of Rochdale, Greater Manchester. All of the ground floor of the childminder's house and the bathroom on the upper floor are used for childminding purposes. There is an enclosed rear garden for outdoor play. The family have two dogs as pets, which are not routinely accessible to children. The childminding provision 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. There are currently nine children on roll, attending for a variety of sessions, of whom seven are in the early years age range. The childminder takes children to and collects them from a local school. She receives support and advice from the local authority and provides funded, early education for three- and four-year-old children. The childminder has achieved the highest level in the High 5 quality assurance scheme 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:

- plan more effectively the use of displays so that they support and consolidate children's learning, for example, by making sure they are presented at a height that enables children to see and interact with them.

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 the learning and development requirements, which enables her to form effective plans to support children's progress in all areas. She implements detailed methods for monitoring children's progress, as a result of completing frequent observations of children's learning. These detail the learning that children have achieved and also the ways in which they have done this, such as, being confident to try a new experience. The assessment of children's learning is robust, and includes the progress checks completed for children between the ages of two and three years. This enables the childminder to rapidly identify any areas where children need extra intervention in order to minimise future difficulties. Activities provided for children therefore offer the correct level of challenge to promote their learning and thinking skills effectively. The childminder seeks detailed information from parents regarding their children's development and interests, prior to children attending her setting, in order to make comprehensive initial plans for their future progress. She provides parents with frequent written and verbal updates on their children's progress and all parents are able to contribute to their children's learning through her effective support. Parents praise the

childminder warmly for her close partnership working that promotes their children's progress. The childminder enables parent to guide their children's learning at home by sharing relevant information and advice with them. Children therefore make very good progress in developing the skills needed for their next steps in learning, including school.

The childminder uses stories effectively to support children to develop their literacy skills. She asks them challenging questions about the pictures, so that children are required to think and then respond in phrases or sentences; developing their reasoning and speaking skills. The childminder makes good use of modelling and repetition to support the learning of children who are less secure than others. For example, when asking children to count from pictures in books, she asks those who are most secure in their knowledge to do this first, so that they act as role models for others. The childminder recognises that children learn best in a variety of different environments and in different ways. For example, she offers activities for children to make marks outdoors to sustain the interest of children who prefer the outdoor environment. Children enjoy sharing the experience of painting the figure of a school crossing patrol person and begin to talk about how some of their marks have meanings. For example, they say that they have painted 'a smiley face'. This supports their early development in the skills needed for writing, including their manipulative skills. The childminder also supports children's creative development by drawing children's attention to the effect produced by them overpainting colours, as these mix together. She uses this opportunity effectively to revise and extend children's learning by asking them what they think the result will be if they mix different combinations of paints. Children, as a result, begin to have their own ideas about which colours to mix and also which colours they want to make. They ask the childminder questions about which paints can be used to make different colours, demonstrating that they are keen and active learners.

The childminder supports children's imaginative play by providing small-world toys that matches their interests, such as, toy emergency vehicles and dressing-up resources. Children's communication and language development is supported, because their talk about these with the childminder provides an opportunity for children to extend their speaking and listening skills. The childminder has undertaken training in supporting children's development in speaking and makes effective use of this. The childminder produces displays to reinforce and consolidate children's learning. However, these are sometimes displayed at a height that means they cannot easily be seen by the children, which means that their usefulness is limited. Children learn about the natural world, because the childminder challenges their thinking about what they see around them. For example, when leaves fall from trees, the childminder asks them why this is happening. She reshapes their answer that it is because the weather is cloudy, and suggests they mean it is because it is autumn and therefore getting colder and cloudy. Children are therefore provided with an effective role-model to extend their speaking skills through this. The childminder uses events such as festivals from other countries and cultures to teach children about diversity. For example, she takes children to eat Chinese food in a restaurant in order to enrich their learning about other cultures.

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

The childminder seeks comprehensive information from parents prior to their children joining, about how she can best support their good health and well-being. She obtains information about children's dietary needs, such as, any allergies to foods, and information about children's routines, in order to provide continuity of care and to support their welfare. The childminder seeks detailed information to support children's emotional well-being, such as, how to comfort them if they are tired or unsettled. She shares her policies and procedures with parents, so that they are aware of these and understand how they effectively underpin the childminder's practice in promoting their children's well-being. Parents exchange information on a regular basis with the childminder about their children's changing needs and this provides continuity for children's care. As a result of the close partnership working between parents and the childminder, children are happy and confident. They engage the childminder's attention frequently through talk, as they have very secure emotional attachments to her. The childminder takes children to meet with other childminders and their children. This provides support for children's social and emotional development, as they become used to playing within larger groups and make new friends. The childminder has a very good understanding of the importance of preparing children socially and emotionally for their next steps in learning, including school, and knows how to do this effectively. Parents praise this aspect of her practice wholeheartedly as a result. She encourages children to develop self-help skills, such as, finding their boots before outdoor play, so that they are prepared to manage their own belongings independently. The childminder exchanges information regularly with other settings children attend, so she can ensure that the care she provides complements that of the other setting.

Children have daily opportunities for physical play on the premises and the childminder has a range of resources outside to support children's development of whole-body skills. For example, they have access to wheeled toys and a large trampoline. Children delight in bouncing gently on the trampoline. The childminder recognises their enjoyment of this activity and uses it to promote other aspects of their learning. For example, they often sit together on the trampoline and read stories. She also takes children on outings to parks and playgrounds. This enables the childminder to provide sufficient challenge for children to extend their physical development and take frequent exercise. As a result, children also have good opportunities to learn about taking reasonable risks in physical play as their whole-body coordination develops. The childminder provides nutritious meals and snacks for children in order to help them learn about the foods that contribute to a healthy lifestyle. She offers children healthy choices from different fruits at snack times. The childminder offers water as a drink to help support children's good dental health and children are regularly encouraged to have a drink of water, so they learn about the positive effect this has on their bodies.

The childminder has effective procedures to minimise any risk from cross-contamination during routines, such as wearing disposable gloves during nappy changes. She helps children to learn about maintaining good personal hygiene, such as, washing their hands before eating and after outdoor play. The childminder talks to children about how washing their hands helps to remove germs and supports their good health. She teaches children about safety in order to develop a basis for children's developing independence when they are older. For example, she teaches children about the roles of the different emergency services and how they should be used correctly for help. The childminder demonstrates an

effective knowledge of how to manage the behaviour of young children, and her policy for this emphasises the use of strategies, such as, redirection and being a role model for good behaviour. She understands the importance of being consistent when helping children to learn boundaries for their behaviour in order for them learn to manage this themselves as they become older. Children are encouraged to share some small responsibilities, such as, helping to tidy up and the childminder makes effective use of praise and small rewards, such as stickers, to motivate them to greater future efforts.

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

The childminder has a comprehensive knowledge of the procedures she should follow in the event of her having any safeguarding concerns regarding children. She has all required policies in place and implements these in order to effectively support her practice. All adults living or working on the premises have been checked for suitability. The childminder has a valid paediatric first-aid qualification, which enables her to deal with minor accidents and injuries appropriately. She obtains written permissions from parents regarding a range of matters, including administering medicines to children and taking photographs for observations of children's learning. This contributes to the childminder's effective partnerships with parents. The childminder completes risk assessments for the premises and all outings in order to identify any hazards and minimise these to support children's safety. The risk assessments are also regularly reviewed to ensure they remain effective and applicable to the needs of children cared for. The childminder completes daily checks of the areas of the premises used for childcare, in order to minimise risks to children. She uses effective, practical measures, such as, keeping external gates closed so that her pet dogs do not have access to the garden area used by children and so minimise hygiene risks. All required documentation is in place to underpin the safe and effective running of the childminding setting. The childminder demonstrates an organised approach to managing her setting in order to support children's learning and well-being appropriately.

The childminder demonstrates a robust knowledge of the learning and development requirements of the Early Years Foundation Stage. This enables her to make plans that meet children's learning needs with the correct levels of challenge to support them individually to make good progress. The childminder has a comprehensive understanding of the importance of completing frequent observations and assessments of children's learning, in order to make precise plans for their future progress. She uses her knowledge of children's interests as well as information from their parents to support her in planning effectively for each individual. The childminder monitors her observations and assessments in order to ensure that her plans cover all areas of learning and therefore enhance children's progress. She works effectively in partnership with parents, other agencies and settings involved with individual children's welfare and learning whenever this is needed. This means that all children are well supported to make consistently good progress towards the early learning goals.

The childminder obtains parents' views through both verbal and written means in order to inform the evaluation of her practice. The childminder regularly reflects on the quality of the provision to ensure that children's needs continue to be met and that improvement is

ongoing. Training is given a high priority. For example, the childminder has undertaken training in supporting children's development of communication and language skills. This has had a positive impact on the progress children are making in this aspect of their learning. She also undertakes short courses to enhance her practice in specific areas, such as, to teach letters and sounds to pre-school age children. All recommendations from the previous report have been successfully addressed in order to enhance the childminder's practice. The childminder therefore demonstrates a conscientious approach to continually enhancing her provision to improve children's well-being and learning.

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	EY363077
Local authority	Rochdale
Inspection number	857684
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	17/11/2008
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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