

Inspection date

25/11/2014

Previous inspection date

07/11/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 observes children to find out what they know and can do, and uses this information to accurately assess their learning and development to plan for their next steps in their learning and development. As a result, children benefit from activities and experiences that support their individual needs and interests.
- Children are happy and well settled in the childminder's care. She provides a welcoming family home. Consequently, children have formed strong bonds with her and behave well as a result of her positive role modelling.
- The childminder continually chats with children, skilfully asking questions and introducing new language as they play. As a result, children are developing their language and communication skills well.
- The childminder promotes a safe and secure environment as she effectively minimises risks. She has a good understanding of safeguarding procedures. As a result, children are kept safe in her care.

It is not yet outstanding because

- The organisation of some of the resources to improve children's choice and maximise opportunities for children to explore independently, is not fully effective.
- Children have limited opportunities to use natural and real items in their role-play, in order to enhance their imaginative play experiences.

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 observed activities in the indoor and outdoor learning environments.
- The inspector held discussions with the childminder about the children's progress and achievements.
- The inspector viewed the children's development records.
- The inspector saw evidence of the suitability and qualifications of the childminder, risk assessment, policies and procedures and discussed the childminder's action plans.
- The inspector took account of the views of parents by observing comments written in children's assessment records.

Inspector

Layla Clarke

Full report

Information about the setting

The childminder was registered in 1990. She lives with her husband and adult child in a three bedroomed semi-detached property in Denton, which is a suburb of Tameside. The children have access to all of the rooms on the ground floor and the bathroom on the first floor. There is a secure garden at the rear of the premises. There are currently five children on roll. Of these, two are within the early years age range. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder operates from 7.30am until 6pm, Monday to Friday, all year round, with the exception of bank holidays. The childminder collects children from local schools and attends local toddler groups.

What the setting needs to do to improve further

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

- review the organisation of resources to provide children with more choice and further opportunities to develop their independence skills
- enhance opportunities for children to explore natural and real items, to further promote their imaginative play experiences, for example, by introducing real fruit and vegetables into the role play area.

Inspection judgements

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

The childminder's teaching is good because she carefully tailors activities to promote children's learning needs and plans activities that follow their interests. The childminder capably describes children's recent achievements and her plans to develop their learning further. For example, she undertakes regular observations of children's play and complements these with a range of photographs and written evidence. This information is used to plan exciting and challenging experiences to support children to achieve the next steps in their learning and development. As a result, children are making good progress across all seven areas of learning. The childminder has a thorough understanding of how children learn and their preferred learning styles. For example, she gains good information from parents when children start about their individual interests, preferences and their current stage of development. As a result, she is able to plan meaningful activities to promote children's learning right from the start. The childminder undertakes regular assessment of children's progress, including the progress check for children aged between two and three years, in order to identify any gaps in their learning, should they occur. The childminder communicates daily with parents, as she provides good quality verbal feedback about children's learning and achievements. Furthermore, she shares children's

development records with parents and encourages parents to contribute to children's achievements by recording these as their 'wow moments'. This means that the childminder is able to include children's learning and achievements from home to further support their overall development. Consequently, children are well supported by the childminder to develop the key skills needed for the next stages in learning.

The childminder supports children's communication and language development as she regularly initiates conversation with them. She asks a variety of open ended questions and leaves appropriate time between questions to allow children time to think about the question and offer a response. For example, as children look for aeroplanes in the sky the childminder asks children questions such as, 'Where has it gone?' and as children independently explore a variety of resources, moving from one area to the next she asks, 'What would you like to do?'. Furthermore, as children play, the childminder describes what they are doing using a wide range of vocabulary to name colours and objects. Children respond to the childminder's questioning and repeat new words which enhances their communication skills.

Resources are labelled for children to choose independently, which supports their self-confidence and encourages children to make decisions for themselves. However, the organisation of some of the equipment means that children are unable to access them easily. As a result, children occasionally have to ask for support from the childminder when choosing toys to play with. Therefore, opportunities for children to develop independence are not fully maximised. The childminder provides children with creative learning experiences where they are able to explore a range of media and materials. Children print with leaves in paint and choose a variety of materials to create pictures with glue. As a result, they are developing their creativity and critical thinking skills. Children explore a variety of utensils and equipment in the role play area. This supports children in acting out real life scenarios and also further promotes their social skills. However, there are less natural and real items in the role play area for children to use to enhance their already good imaginative play opportunities.

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

The childminder is a positive role model. Her caring and nurturing approach means that children build strong emotional attachments with her. Consequently, children feel emotionally secure and are motivated to learn. The childminder gathers detailed information from parents when children start, which ensures that she is able to meet children's individual needs. Flexible settling in sessions provided by the childminder support children and parents during the transfer from home into her care. As a result, children settle quickly and are happy and content. The childminder uses praise and encouragement and acknowledges children's achievements. This supports their confidence and self-esteem. The childminder is consistent in her expectations of children and she actively listens to their opinions. The childminder offers children choices in their learning and play. Furthermore, older children share a positive behaviour agreement. This means that children are aware of rules and boundaries. As a result, behaviour is good. Children

enjoy their experiences and are well supported to develop the skills to help them to move into the larger environment of school.

Children adopt healthy lifestyles as fresh drinking water is accessible throughout the day. The childminder provides a range of healthy meals and snacks. Parents also provide meals if they choose to. The childminder discusses healthy food options with parents and children and follows children's dietary requirements. This supports children's understanding of healthy foods and also means that children's individual needs are well met. Children learn about positive hygiene practices as the childminder promotes regular hand washing and also uses hand wipes and hand sanitiser. The childminder also has regular 'wash and wipe' sessions when she encourages children to help to clean the toys and equipment. As a result, children learn positive hygiene routines. Children have regular opportunities to play outside in the fresh air. The childminder has a range of large and small equipment which support children's physical development. Furthermore, she takes children outside each day for exercise when they walk to school and when they attend regular activities at local toddler groups. As a result, children's physical health and well-being is well supported.

The childminder teaches children how to manage their personal safety as she teaches them about 'stranger danger' and explains the importance of crossing the road at the traffic lights. Furthermore, on outings the childminder encourages children to hold onto the push chair and she explains about age appropriate equipment and how to access the apparatus safely when visiting the local park. As a result, children are gaining an understanding of risk and how to keep themselves safe.

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

Children's safety and welfare is well supported as the childminder has thorough procedures to keep children safe. The childminder has undertaken safeguarding training. Consequently, she is aware of the possible signs and symptoms of abuse and the procedure to follow should she have any concerns about children's welfare. The childminder's home is safe and secure because she has a range of preventative measures in place to promote children's safety. For example, regular risk assessments are undertaken. This means that the childminder quickly identifies any potential hazards and takes prompt and effective action to minimise these. Furthermore, the childminder has safety gates, a secure garden and fire safety equipment in place. As a result, children have a safe and secure environment in which to play. The childminder plans a range of exciting and challenging activities and experiences for children across all areas of learning. She regularly assesses children's progress which means that she is able to identify any gaps in children's learning. She is then able to implement appropriate intervention or seek further support from external agencies if necessary. As a result, children are progressing well in their learning and development in relation to their starting points.

Following the last inspection by Ofsted, the childminder has addressed the previous action and recommendation. She now has her registration certificate displayed for parents and reflects on her practice to identify areas of strength and any areas for improvement. As a result, she is able to continue to improve the quality of her provision for all children. The childminder attends training, such as safeguarding and first-aid and she meets with other childcare professionals, as she regularly attends local childminder groups. Furthermore, she benefits from support from the local authority. This means that she is able to share ideas and suggestions to develop her own knowledge and skills further, which she then implements into her practice. Consequently, her capacity to improve is good and her practice is strong.

The childminder has strong relationships with parents. She obtains information about what children know and can do, to support children's learning from the start. The childminder uses daily feedback to inform her planning and also communicates with parents through text messages, telephone conversations and through a parents notice board. She also shares assessments and children's learning records with parents. The childminder works in partnership with local schools as she shares information daily and passes information from the school on to parents. She also shares children's progress and development with schools to further support children's move to school when the time comes.

The Childcare Register

| | |
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| 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 | 312274 |
| Local authority | Tameside |
| Inspection number | 818944 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 5 |
| Name of provider | |
| Date of previous inspection | 07/11/2011 |
| 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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