

<b>Inspection date</b>	14/01/2015
Previous inspection date	13/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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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 identifies children's individual learning needs and interests, and uses this information to support their next steps for learning. Consequently, activities are relevant to children's stages of development and they make good progress.
- Children are happy and settled as they have developed warm bonds and attachments with the childminder. As a result, children demonstrate that they feel safe and secure.
- The childminder has a secure understanding of the safeguarding and welfare requirements. This ensures children are kept safe and their well-being is effectively promoted.
- The childminder works closely with parents and the information they share on a daily basis supports children's well-being, learning and development.

### **It is not yet outstanding because**

- The childminder is sometimes overly enthusiastic and does not give children the time to solve a problem for themselves before giving them the answer.
- Information gained on entry from parents with regard to children's development does not always provide the childminder with extremely detailed information about the child's learning so far.

## 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 spoke with the childminder and children at appropriate times throughout the inspection and observed play, teaching and learning opportunities.
- The inspector looked at a selection of documentation, including children's information, risk assessments, certificates and policies and procedures.
- The inspector reviewed written comments from parents and took account of their views of the service provided by the childminder.
- The inspector carried out a joint observation with the childminder.

## Inspector

Nicola Eyre

## Full report

### Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in Guide Bridge in Ashton-Under-Lyne, Manchester. The whole of the ground floor and the rear courtyard are used for childminding. The childminder attends a toddler group and activities at the local church hall. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, of whom three are in the early years age group, who attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

### What the setting needs to do to improve further

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

- use a wider range of teaching strategies, for example, by promoting thinking time, so children are given sufficient time to answer questions and to put their thoughts into words
- enhance the depth of information gathered from parents about children's learning and development on entry to the childminder's setting in order to further enrich the planning process.

## Inspection judgements

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

The childminder has a good knowledge of the Early Years Foundations Stage and she understands how children learn. As a result, she provides children with a range of planned and freely chosen play experiences across the seven areas of learning. Consequently, children make good progress in their learning and development. The childminder knows the children in her care well. Clear observations of children's learning are recorded in their learning journals, which the childminder uses to track children's progress. This enables the childminder to identify children's next steps in learning as well as any gaps in children's development. As a result, she is able to plan a range of appropriate activities that support children to make good progress towards the early learning goals, which supports their future learning.

The childminder plays with children at their level, to focus and engage their attention and enhance their learning. Children's love of books is fostered well by the childminder. She sits with the children while they look at books of their own choice, discussing the pictures and relating them to their own experiences. Children's mathematical knowledge is

extended as the childminder incorporates counting into the activities that children are engaged in and she uses rhymes to help children remember colours. The childminder's teaching is good. However, on occasions, she is enthusiastic and does not give children the time to think or solve a problem for themselves before giving them the answer.

The childminder has good relationships with parents. The childminder seeks information about children's care needs during settling-in periods with parents. However, this information is not always sufficient in detail to give the childminder precise information about all of their prior achievements with regard to their learning and development. This means that planning is not as sharply focussed at the onset of care as it is at all other times. When children are attending the setting, information about their progress and activities that they have enjoyed is communicated on a daily basis through discussion and daily diaries. Parents are encouraged to share information about activities that children have enjoyed at home, to further support the childminder's knowledge of their child. The childminder shares children's learning journals with parents regularly and discusses their child's next steps in learning. As a result, parents are aware of the progress that their child is making.

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

Children have formed strong attachments with the childminder and have a good sense of well-being. They are happy, confident and engaged in their play. Children readily smile and show they are happy during their play as well as approaching the childminder for cuddles. This is because the childminder has a warm and friendly manner and takes time to find out about children's needs and interests from parents. Children and parents attend settling-in sessions at the childminder's home. This helps the child to become familiar with the childminder, as well as providing an opportunity for parents to share information with the childminder about their child's care needs and routines. As a result, the childminder has a good understanding of individual children's needs. This helps to promote children's sense of security as they make the move between their home and the setting.

The childminder takes a consistent approach in her expectations regarding how children behave. She rewards good behaviour with positive comments and explains to children why certain behaviour is inappropriate dependent upon the age and stage of the children. As a result, children know what is expected of them and are well supported. Children also have a sense of belonging in the local community as they attend some playgroups and visit local places, such as rhyme time at the library, where they have opportunities to mix with other children. This also supports children to socialise with other children, gaining confidence and emotional independence, which equips them well for their future learning. The childminder provides a welcoming and child-friendly environment. Children's independence skills are promoted as toys and resources are stored in low-level units and children are encouraged to make choices about their play.

Children are beginning to develop an awareness of a healthy lifestyle. They have daily access to outdoor provision in the garden or on various walks in the local community, to support them in understanding the need for regular exercise. Fresh drinking water is available throughout the day and children are provided with healthy balanced meals.

Children enjoy being involved in cooking and baking to further support their understanding of a healthy diet. Children are developing an understanding of keeping themselves safe as the childminder points out dangers to children when they are engaged in an activity to support their awareness of what could be dangerous. Regular routines, such as cleaning their hands before meals and after using the toilet, provide children with good opportunities to develop self-care skills and to learn about healthy practices.

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

The childminder demonstrates a secure understanding of her responsibilities with regards to safeguarding children. She has completed all relevant training, keeping her knowledge up to date with current requirements. The childminder successfully completes risk assessments, identifying risks to children and taking action to ensure all areas accessed by children are safe. Appropriate records regarding minor accidents are kept and parents are kept well informed. She has a clear understanding of the procedures to follow in the event of concerns and how to identify possible signs of children at risk. A comprehensive range of policies and procedures, which all parents are made aware of, support the safe and efficient management of the setting. As a result, parents are confident in the childminder's ability to care for their children and keep them safe.

The childminder uses self-evaluation procedures to identify strengths and weaknesses in her setting. She has acted upon recommendations made at her previous inspection. For example, the childminder has developed a systematic approach to observation and assessment to support her in identifying and monitoring individual children needs. As a result, she is able to offer appropriate experiences for children to support them to make good progress. She involves parents in her evaluation through discussion and through the use of questionnaires, in order to seek their views on different aspects of her provision. She also assesses children's enjoyment and learning in the activities and resources that she provides. As a result, the childminder is always reflecting upon her practice and the changes she could implement to support the children who attend.

The childminder has positive relationships with the parents of children she cares for and parents are complimentary about the childminder. She carries out the progress check for children between the ages of two and three years and provides parents with a written summary. As a result, parents are aware of the good progress that their child is making. At present the childminder does not care for children who attend another setting. However, through discussion, the childminder demonstrates an understanding of the importance of building partnerships and links with other settings when the time comes, to support children's transition and future learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	312111
<b>Local authority</b>	Tameside
<b>Inspection number</b>	984519
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13/05/2009
<b>Telephone number</b>	

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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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