

Inspection date

18/07/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children play safely and happily in a welcoming and secure environment. They have opportunities to learn how to be independent with regard to self-care. The childminder has knowledge of how to effectively safeguard children's welfare.
- The childminder is well-qualified with a comprehensive knowledge of child development and uses this in her planning for individual children's learning.
- The childminder has a thorough knowledge of individual children's interests and needs. She uses this to plan learning experiences that challenge and motivate them.
- The childminder demonstrates a purposeful approach to continuous improvement and regularly makes thorough evaluations of her childminding service to support this. She uses information from parents and early years advisory professionals in order to enhance her provision for children.

It is not yet outstanding because

- When the childminder asks questions of some children, this does not consistently lead to them being required to think critically and attempt answers in sentences.
- The ways for parents to become directly involved in their children's learning with the support of the childminder have not been fully explored.

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

- A tour of the areas of premises used for childminding was made.
The inspector carried out observations on the childminder and her interactions with children throughout the inspection and examined samples of documentation related to children's welfare and learning.
- The childminder was interviewed to ascertain her knowledge of areas such as safeguarding and individual children's learning.
- The inspector also spoke to children to gain information about their learning.
- The inspector read statements from parents to gain their views on the childminding provision.

Inspector

Jennifer Kennaugh

Full Report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 15, 13 and four years. They live in Blackrod, a suburb of Bolton. Most of the ground floor of the house is used for childminding. Children do not generally access upstairs other than to use the bathroom. There is a fully enclosed area for outside play at the rear of the house. The family have a rabbit and a goldfish as pets.

The setting provides care during week days, all year round except for family holidays. There are three children on roll in the early years age range, attending for a variety of sessions. The childminder has an honours degree in Early Childhood Studies. She is a member of the Professional Association of Childcare in Early Years.

What the setting needs to do to improve further

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

- enhance the ways in which the childminder asks questions that encourage critical thought and the use of sentences, when children reply

- extend the ways in which parents are able to contribute directly to the planning and observation and assessment progress, in order to refine the plans made for individual children's learning.

Inspection judgements

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

The childminder uses detailed records to track children's progress in all seven areas of learning, compared with expected development for their ages and stages. She uses her own observations along with information from parents to assess children's starting points in learning. This means that she is able to make effective plans for their learning, based on what children can already do and the interests they show. The childminder monitors her planning, so that she provides a balanced educational programme that covers all areas of learning for each child. She also checks that she provides a balance of adult-led and child-initiated activities, so that children are able to engage in activities they select as well as ones she plans. The childminder demonstrates an effective understanding of how using children's interests helps them to learn. For example, she uses her knowledge of children's

repetitive play, to extend their development. This can be by providing resources, such as ones that spin or have wheels, when children show an interest in objects which all do this. She has a thorough knowledge of how to carry out the progress check at age two and has completed checks in detail as they are needed for children in her care.

Children play enthusiastically with water and the childminder models new ways for them to use items, such as rollers in order to make marks on the ground. This helps them to learn that they can bring about an effect through their own actions and also develops their physical coordination. Children pour water and transport it around the yard in different containers. In this way, they learn that water flows and takes the shape of the container they choose to put in in. As a result, they learn some early science about the properties of liquids. The childminder uses children's talk to develop their play, such as by asking questions like 'Where is the little bee?' when a child is playing with some figures of minibeasts. This means that children have to think about the size of the figure they are looking for, reinforcing their early mathematical thinking about size and how to judge it. However, the childminder does not consistently question children to support them to think critically. This means that not all opportunities to enhance their learning are fully explored. She uses appropriate books with rhymes and other strategies to build children's experience of words and sounds. For example, the childminder encourages children to recall and make the noises of animals in pictures, helping them to explore producing different sounds. She extends children's vocabulary and recall of past events by making photograph books of them engaged in activities and on outings. This promotes development of their communication skills along with their awareness of how they and other children change and grow over time. Children make marks in sand and incorporate it into role play, as they pretend it is 'sugar for baking'. They sprinkle it, developing control of their fingers and also explain what they are doing as part of extending their communication development. The childminder provides frequent opportunities for children to paint or enjoy action songs, using these creative activities to help them develop physical co-ordination, communication and social skills. Overall, she provides a range of activities that lead to children being well-prepared for their next steps in learning, as they move towards attending full-time school.

The childminder encourages parents to look at children's learning records, to keep them well-informed about their children's progress. The childminder provides daily information about the activities that children have enjoyed, in order for parents to talk to children about this. However, she has not developed all the ways in which parents can directly contribute to their children's learning by providing information to assist assessment and planning. This means that opportunities to enhance her planning for individual children's learning are not always explored to refine this aspect of practice. The childminder demonstrates a good understanding of the information she can provide for children's next settings, such as nursery or full-time school, in order to support continuity of care and learning.

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

Children are very settled in the childminder's care, and demonstrate this by exploring the environment and resources confidently. They seek her support when they need help, and

are keen to involve her in their play. This demonstrates their strong attachment to her, which means that they have an effective basis from which to learn when in her care. They show good behaviour for their age and stage because the childminder uses clear boundaries to help them learn this. She also makes effective use of techniques, such as distraction and re-direction to manage young children's behaviour. The childminder emphasises even the youngest children learning independence in self-care, such as at times when they need to wash their hands. She displays artwork created by children in order to enhance their self-esteem. Parents are well-informed about their child's care, learning and activities using daily diaries, to promote continuity between home and the childminder's care.

The resources on the premises provide a comprehensive range to develop children's early learning in all areas. Resources are accessible to children and are appropriate to their age and stage, including books. These are stored so that many are at floor level. This helps children to make their own choices about what to play with and extends their independence. The opportunities for outdoor play and exercise are good as children have daily access to the yard. They play with wheeled toys and the childminder takes them on frequent visits to local parks. She also uses local soft play centres to provide variety in the opportunities for children to enjoy exercise. As a result, children develop their physical co-ordination and have opportunities to take reasonable risk in their play, combined with careful supervision. The childminder takes care to develop children's knowledge of road safety when walking locally to shops or parks, in order to form a basis for their future independence skills.

The house is clean and well-maintained, with thorough measures to promote children's safety and help prevent illness due to infection. The childminder provides healthy snacks and meals for children to support a balanced diet. She uses routines, such as meal times or nappy changes to develop children's communication skills. For example, she talks to them about the fruit they are having at snack time and interprets the gestures made by babies when they want more to eat. The childminder has good knowledge of all the children and families for whom she provides a childminding service, which means that she can address the needs of children well. She seeks detailed information regarding children from their parents prior to them joining. This is used to help children to settle more quickly as she has comprehensive knowledge about their routines and preferences, as well as any health-related issues. The childminder is flexible about starting arrangements for children, in order to support their emotional well-being, and this is planned on an individual basis for each child.

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

The childminder makes detailed risk assessments and reviews them as needed. She makes daily checks to ensure the premises are safe for the ages and stages of children cared for. As a result, children can play safely and freely, and also access outings locally and further afield. The childminder demonstrates good knowledge of procedures to manage any concerns she may have about a child's welfare. This includes if an allegation is made

against herself or a member of her family. Suitability of adults living on the premises is checked through the Disclosure and Barring Service, in order to protect children. All documentation related to the Statutory framework for the Early Years Foundation Stage is completed in detail to support the safe and effective running of the setting. This includes a policy for the use of portable devices, such as mobile phones with cameras on the premises by the childminder and others. As a result, confidentiality is maintained and children are protected. The childminder's practice is enhanced by thorough policies that underpin all aspects of children's welfare and learning. She seeks permission from parents over a range of issues, such as seeking emergency medical treatment and taking children on local outings. This is in order to respect parents' wishes and protect children's welfare. The childminder demonstrates a good working knowledge of events that she may be required to notify to Ofsted, in order to satisfy the requirements of the Statutory framework for the Early Years Foundation Stage.

The childminder demonstrates a thorough knowledge and understanding of how children learn, along with the learning and development requirements of the Early Years Foundation Stage. Consequently, she provides good support for their development and children are well-prepared for the next steps in learning. The use of a variety of outings means that children receive broad and interesting educational programmes, which motivate them in learning.

The childminder has begun to evaluate her practice comprehensively to bring about continuous improvement, using the Ofsted self-evaluation tool. She takes advice from the local early years quality team to make short-term action plans to enhance children's welfare and learning. She recognises the importance of asking parents for their views in order to enhance her childminding provision. The ways in which the childminder monitors educational programmes, planning and assessment are well-organised. This means that she is able to provide balance of learning experiences that promote children's development. As a result, all children receive broad and interesting learning experiences based on their individual needs. There are precise methods for recording children's progress, in order to plan interventions based on observations, and narrow any gaps in their development. The childminder has a strong awareness of the importance of signposting parents to other professionals when she thinks their advice may be necessary to support children's needs. She demonstrates a thorough understanding of why exchanging information with other settings attended by children is important and has plans for this when it is required.

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
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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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY456181
Local authority	Bolton
Inspection number	902458
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
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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