

<b>Inspection date</b>	13/09/2013
Previous inspection date	26/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	3
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**

- Children show very high levels of enthusiasm for learning due to the childminder's excellent and very positive approach and expert knowledge of their individual needs, abilities and achievements. As a result, children make exceptional progress.
- There are highly effective strategies to share children's care needs and learning with parents through regular discussions and an online programme.
- Children have many opportunities to explore and investigate in a stimulating inside and outdoor environment. The childminder offers inspiring and innovative activities, which support children's enthusiasm for learning new things.
- Children's safety is paramount within the home and when out and comprehensive risk assessments ensure potential risks are minimised. Children, therefore, remain safe.
- The childminder provides a very safe, warm and welcoming environment, where children feel completely happy and secure. Consequently, they enjoy strong positive relationships with the childminder and with each other.

## 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 the childminder's interactions with children.
- The inspector reviewed a range of documents, including policies, assessments and planning.
- The inspector reviewed written comments from parents.
- The inspector had discussions with the childminder.

## Inspector

Anne Parker

## Full Report

### Information about the setting

The childminder was registered in 2008. She lives with her two children aged nine and 16 years and pet dog in a detached property in Radcliffe. All ground floor rooms are used for childminding purposes, which includes the main lounge, kitchen/dining room and playroom. There are bathroom facilities on the ground floor of the home. There is a secure garden for outside play. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll, all of whom are in the early years age group.

The childminder routinely visits a variety of toddler groups and local community groups for younger children. She helps to run a playgroup one morning per week at a local church hall and she is one of the coordinators for Bury and Rochdale Netmums, an internet site for parents, who wish to access local amenities. The childminder has established links with supporting early years services and other local providers, who also provide the Early Years Foundation Stage and along with some other childminders in the area, provides some forest school type activities for their minded children. She has completed her 'Pathways to Quality' with Bury Early Years along with a Leadership and Management programme.

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

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

- implement new ideas from training and networking opportunities and use the already effective self-evaluation process to assess their impact on children's learning and development.

## Inspection judgements

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

The childminder has developed extensive and highly detailed ways to observe, assess and plan for children's individual needs across the seven areas of learning. She makes very regular and detailed observations of children as they play, takes photographs and plans next steps in learning, with the help of an online programme that she subscribes to. This system enables the childminder to record on the spot, as well as more in-depth observations, along with diaries for each child. Parents can view this at anytime through a log-in system, which enables them to share in their child's learning. Parents' comments show that they value this level of involvement and enjoy logging on to see what their children are learning at the setting while they are at work. The system allows them instant access whenever they wish to their child's observations and planned next steps. This

encourages them to engage the children in similar learning activities at home and enhances their understanding of their child's learning. Children's records show that they are making excellent progress in their learning and development.

The childminder talks regularly with parents to discuss their child's progress. She has carried out and shared with parents the progress check at age two. Children's starting points, in all areas of development and learning, are gathered through discussions with parents and detailed observations in all seven areas of learning as they start at the setting. The childminder provides an extremely wide range of activities and experiences to challenge and interest children. She has a high level of understanding of the seven areas of learning and how to promote children's learning and development. Children play in a very well-organised environment, where they can select resources to support their play. This develops their independence and freedom of choice. Children are active learners, highly motivated and enthusiastic. They show great enjoyment as they view natural resources through magnifying glasses. The childminder skilfully uses open-ended questions and language, such as 'what if' and 'I wonder' to develop children's extended thinking. Children are encouraged to count during everyday routines and activities. The childminder takes every opportunity to promote and develop children's awareness of number and counting for a purpose. As a result, children are very confident at counting the bricks in a castle they build.

Children's communication and language skills are exceptionally well promoted through regular, meaningful and purposeful conversations. For example, as children all contribute to the building of a castle with the childminder, they discuss the shapes and sizes of the blocks and where they may fit. A wide range of books are freely available and there are numerous printed words displayed around the setting, on wall displays and storage boxes. This all helps children to develop an awareness of written language. Many excellent, regular outdoor opportunities are provided both at the childminder's home and at local facilities, such as forest school type activities, which she has developed and provides in partnership with other local childminders and park rangers. The childminders work closely together to plan and carry out imaginative activities based within a small wood at a local park. Children learn to explore the natural environment and manage risks during these sessions. Activities at the forest, include building fires, using magnifying glasses to find insects, making ice art and enacting the favourite story about three billy goats gruff. The setting benefits from an enclosed garden, which children can freely access. The garden again provides opportunities for children to develop in all areas of learning as she has used the available space imaginatively. There are opportunities here to dig, climb, build, paint on large wall spaces and grow plants. All around there are printed words and numbers relating to the resources that are available, supporting children's recognition and understanding of print. The childminder has turned a playhouse into an Indian restaurant using Asian cooking utensils and appropriate decoration and signs. This supports their understanding of different cultures. Children play exceptionally well together. They share and take turns, needing few reminders from the childminder. For example, children examine items in an eye-spy box together and swap resources, so they all have a turn.

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

Children play and learn in an exceptionally safe, creative and stimulating environment. The childminder is passionate about her role and responsibilities to caring for children and supporting their families. She is highly skilled and sensitive in helping children develop very secure and strong emotional attachments. Children have excellent relationships with the childminder and with each other. They play and learn harmoniously in a highly stimulating environment.

The childminder demonstrates an exceptionally high level of commitment to making sure that the children feel happy, secure and comfortable in her home. As a result, children make excellent progress in all areas of their development and learning. They receive excellent, responsive care, which is highly effective in meeting their individual needs. The childminder is sensitive to each child's care needs and encourages them to become independent in managing various aspects themselves, such as washing and drying hands with appropriate levels of support. Children's good health and well-being is promoted exceedingly well. There are highly effective daily routines, which include healthy snacks, home-made freshly prepared meals and regular access to interesting outdoor activities both at the setting and in the local area. Children are offered a beautiful selection of fruit presented in a melon bowl to choose from. Fire and emergency evacuation practises are carried out regularly using a model fire to support the children's understanding, so they clearly know what to do in such situations. The extensive range of high quality equipment and toys are varied, interesting and safe for children to use, both indoors and in the outdoor area. The setting is exceptionally clean and well planned, allowing children to freely access all areas and resources independently.

Children are learning about how to become independent through everyday play situations, such as dressing-up in a variety of costumes, with just the right amount of support from the childminder to help them achieve difficult tasks. The childminder supports their emotional development and helps them to understand and manage their own emotions in a number of ways. For example, while playing with bats and balls in the garden, she acknowledges that the task is difficult and they need practice, she also praises the children's efforts appropriately.

There is an extensive range of risk assessments, covering the many different activities and venues that the childminder and children encounter, ensuring that risks are minimised. All children are valued very highly and they show a delightful sense of belonging. Children are exceptionally well behaved. They respond joyfully to the childminder's frequent and appropriate use of praise and encouragement. Children learn about people from different cultures and about people because the childminder is committed to diversity and inclusion and ensures there is always a range of resources and activities, which will stimulate discussion. She regularly uses a selection of photographs of people, who live and work within their community and together, they talk about them, has an extensive range of dressing-up clothes from different cultures and has positive images of people from many backgrounds on displays, in books and other resources.

Children are supported extremely well through the different periods of change that they experience because the childminder explains and reminds them about the next stage in the routines to prepare them. She is extremely skilful in supporting their emotional development, so their anxieties about change are managed well. The childminder attends

some activities at the local children's centres, which will help children when they are moving into their school environment. For example, children are learning how to socialise in different environments and with different groups of people.

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

The childminder is inspirational in her practice and the approach to her work. She understands the qualities of good leadership and sets high standards for herself and for children in her care. She has completed a quality assurance programme and a leadership and management programme, along with a range of other training courses, such as 'Letters and sounds', all of which impact positively on her ability to provide outstanding care and learning for the children, who attend. For example, the children now benefit from her teaching phonic sounds during their day-to-day play. Also, following a course about diversity, she was enthused to take photographs of people in her local community that the children will know. This helps to stimulate discussion about respect for others.

The childminder fully understands her responsibility to ensure that her provision meets the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage and has very effective policies and procedures in place to safeguard children in her care. She is clear about the procedures to take should she have a concern about a child. Parents know and understand her clear, detailed policies and procedures. The childminder has robust risk assessments in place for her home and planned outings, in order to minimise the risks to children.

The childminder has an excellent knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage and is aware of her responsibilities to deliver effective educational programmes. Observation, planning and assessment are detailed. This ensures early identification of children's needs and continued improvement and high achievement in all areas.

The childminder takes positive steps to support children's individual needs and development through highly effective partnerships with parents and other professionals. She works closely with other childminders in her area, forming a local network. Together, they are able to provide a wider range of experiences for children, including a playgroup that they run for the community and forest school type activities that are supported by the local park ranger. They provide support for each other and pool resources and equipment to ensure there are no gaps in their provision.

The childminder provides an online daily diary for parents, detailing activities, diet, toileting/nappy changes and any special comments, such as new words, ideas and interests. Consequently, parents have very good feedback daily, share learning journeys regularly and are confident that the childminder gives their children an excellent start to their educational journey. They feel they can ask anything and the childminder will listen, sometimes ringing her at the weekend for advice

The childminder is constantly striving to improve her setting and has an improvement

plan, which identifies continuous professional development and amendments that could be made to the environment. Through attending training and networking with other practitioners, she is frequently introducing new ideas and developing her practice. There is scope further still, to enhance the already effective self-evaluation process to assess the impact of these improvements on the children's learning and development, to ensure the highest levels of achievement are consistently maintained. The childminder shows excellent knowledge and understanding of her role. She is passionate about her work and demonstrates a strong capacity to continue to excel in all areas.

### **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	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

<b>Unique reference number</b>	EY371674
<b>Local authority</b>	Bury
<b>Inspection number</b>	908527
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	26/02/2009
<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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