

## Inspection date

Previous inspection date

16/10/2012

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

- The childminder is attentive and caring towards the children in her care. Children settle quickly and form secure emotional attachments.
- Children are happy, motivated and eager to learn. They show good levels of independence and curiosity.
- The childminder has a secure knowledge and understanding of the Early Years Foundation Stage. She supports babies especially well in communication and language, physical, personal, social and emotional development. As a result, babies make good progress.
- The childminder reflects on her practice and demonstrates a strong commitment to improving her provision in order to promote positive outcomes for children and their families.

### It is not yet outstanding because

- Opportunities for babies to explore different media and materials are not fully explored and enhanced as much as the other areas of learning. For example, making marks and squeezing and feeling different media in their hands.
- Systems to ensure time is planned for organised meetings with parents and carers about babies' learning and development have not yet been introduced.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 main lounge and kitchen.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documentation, the childminder's self-evaluation form and a selection of policies and children's records.

## Inspector

Emily Wheeldon

## Full Report

### Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and their two children aged seven and three years in the Poundswick area of Wythenshawe, Manchester. The whole of the ground floor of the childminder's home, except for the front lounge, is used for childminding. There is an enclosed garden for outside play.

The childminder currently has two children on roll, both of whom are in the early years age range. She provides care all year round from 8am until 5.30pm, Monday to Friday.

The childminder is a member of the National Childminding Association and has a recognised nursery nursing qualification.

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

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

- develop systems to ensure time is planned to share and reflect with parents on babies' progress and development
- increase opportunities for babies to explore and use different media and materials by encouraging them to make marks, and to squeeze and feel media, such as paint, gloop (cornflour and water), dough and bubbles.

### **Inspection judgements**

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

The childminder has a secure knowledge of the seven areas of learning and provides a wide range of activities that are linked to children's interests and needs. Babies are supported well in the acquisition of communication and language skills and in their physical, personal, social and emotional development. For example, the childminder engages in conversation with babies and role-models language back to them as they attempt to vocalise what they want to say. For example, she says, 'Where has it gone?' when babies drop an object, give her eye contact and raise their arms in the air. Babies are encouraged to explore their environment and move in different ways, such as shuffling and pulling themselves up on to furniture. This enables babies to develop their physical skills and negotiate furniture and space safely. Opportunities for babies to develop an understanding of colour and shape are promoted through activities, such as posting shapes in shape sorters. Babies are involved in number and action rhymes and as a result, develop an awareness of number. High quality interactions between the childminder and babies mean that they are engaged and motivated to learn.

A love of books and reading is fostered from an early age and favourite lift-the-flap books are shared daily. The childminder responds to babies' interests in noisy farm books and promotes their ability to concentrate as she shares stories with them. Babies confidently press buttons to make squeaking sounds and attempt to turn pages independently. This is because the childminder allows babies time to explore and find out about how things work and also develop pre-reading skills. Babies express themselves as they listen and move to music, such as clapping hands and swaying their bodies in time with the beat. They explore materials, such as sand and water in play and use their senses as appropriate.

However, opportunities for babies to make marks and explore different media and materials are not consistently or widely used compared to activities in other areas of learning.

Babies and children are well cared for in a stimulating and well-organised environment. Wide-ranging resources are accessible to children of all ages so they can make their own choices in their learning. The childminder is committed to ensuring her provision is of good quality and is continually looking at ways to improve her setting. For example, she has started to put together a photographic record of her resources in a book. This means children can self-select and point to pictures of resources which are stored elsewhere because of space restrictions. As a result, children are independent learners and have access to resources across the seven areas of learning.

Systems to assess children's starting points on entry are effective and are collated in different ways. For example, information from parents and carers about their child's needs in an 'All about me' sheet and observations the childminder makes when children are settling in. The childminder has yet to implement the progress check at age two years but can clearly identify what children in her care are able to do. Secure observations and planning ensure children's needs are met. Together with a tracking system, the childminder is able to closely monitor educational programmes and identify areas where children may require additional support.

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

The childminder provides a warm and friendly environment where babies and children feel happy and relaxed. Babies show a strong sense of belonging within the setting and their emotional and care needs are well met. For example, babies are given reassuring hugs when they are upset and the childminder plays games of 'peek-a-boo' at nappy times. As a result, babies respond in a positive way. They offer warm smiles and giggle with delight knowing they can trust their childminder and share a joke or two. All children are encouraged to be independent from an early age. Babies demonstrate good levels of confidence and select small world toys, such as play people from a box. They are fascinated by the features of a face on a play person and point and look closely at the eyes and hair. Babies are encouraged by the childminder to feed themselves with a spoon and parents support this at home. This strengthens partnerships with parents and ensures effective continuity of care.

Good hygiene procedures are consistently promoted so that babies develop and learn about healthy lifestyles. For example, the childminder encourages babies to wipe their hands with a baby wipe after a nappy change. This is so that babies develop an understanding about cleaning hands and getting rid of germs in order to stay healthy. Nutritious snacks of fruit and meals which meet children's dietary needs are carefully prepared by the childminder. A strong emphasis on outdoor and physical activities in the garden, the local park and at a local playgroup, mean children are healthy and fit. The childminder's regular outings to the playgroup and toddler group help babies and children to develop confidence and make relationships with other children away from their main care setting. Children and babies behave well and are encouraged to be kind and helpful

to others. The childminder is vigilant about promoting children's safety. For example, she supervises babies pulling themselves up onto furniture so she is there to support if necessary.

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

The childminder has a secure understanding of safeguarding and how to protect children in her care. She demonstrates a strong commitment to improving her service through accessing training and keeping her knowledge up-to-date via the internet. She is an experienced early years practitioner and uses her past knowledge and work experience in nurseries to good effect. She regularly reflects and monitors her practice and through her self-evaluation has identified priorities for improvement. She has been developing her planning systems and adapting them to meet the new learning and development requirements of the Early Years Foundation Stage Framework. She seeks the views of parents, carers and the children through daily conversations and questionnaires. Parents are complimentary about the quality of care provided and say, 'My child is happy and settled by being in your care.' She acknowledges she has positive relationships with parents and carers but feels links could be stronger.

Parents are informed about their child's development on a daily basis via learning journeys and informal conversations. However, discussions about babies' learning and development are informal, relatively short and not in sufficient depth. As a result, parents and carers do not get a detailed report and overview of their baby's development. Well-established links with other early years settings enable children and their families to have positive outcomes. Regular trips to stay and play sessions at the local school familiarise children with the surroundings and staff. Children are encouraged to take their coats off and be responsible for their own personal hygiene routines, such as going to the toilet. Such positive experiences mean that children settle quickly and are equipped with the skills necessary to be 'school ready'.

### **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**

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
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		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. 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>	EY429309
<b>Local authority</b>	Manchester
<b>Inspection number</b>	771074
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	4
<b>Number of children on roll</b>	2

**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 that are usually their 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

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