

Inspection date

Previous inspection date

09/11/2012

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 works well with parents; she provides feedback on the activities their children undertake and has obtained positive feedback from parents in relation to her practice.
- The childminder has a good understanding of how children learn, which ensures that each child is fully supported in making good progress in their learning and development.
- Children feel safe and secure with the childminder. She provides a caring and loving environment where children's home routines are followed and where they are encouraged to talk about their home and family.
- Children are happy and enjoy a wide range of activities, both indoors and outdoors, which enable them to enhance their skills and ultimately have fun.

It is not yet outstanding because

- Strategies to share information with other early years providers, in relation to children's learning and development, are not sufficiently developed to enable her to fully enhance and complement children's learning.

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 two main downstairs rooms, the kitchen-diner and playroom/lounge.
The inspector spoke with the childminder and children at appropriate times
- throughout the observations and carried out a joint observation with the childminder.
The inspector looked at children's learning journeys, documentation, written feedback from parents, discussed the lack of the childminder's self-evaluation and a selection of policies and children's records.

Inspector

Anne Drinkwater

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her husband and two children aged three and six years in the Peel Hall area of Manchester. The whole of the ground floor of the house is used for childminding, which includes the lounge, dining room, playroom and kitchen. Bathroom facilities are on the first floor. There is a front garden available for outdoor play. The family has a dog.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register to enable her to care for older children. The childminder attends a childminder group and visits the local shops, park and woods on a regular basis. She collects children from the local schools.

There are currently four children on roll, two of whom are in the early years age group and attend for a variety of sessions.

What the setting needs to do to improve further

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

- enhance the partnerships with other providers, such as schools, to continue to promote a united approach to promoting 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 provides a good range of easily accessible age-appropriate resources and activities to help support children's learning and development. The childminder interacts well with children, to promote their speech and language development and enhance their learning. As a result children make good progress. Adult-initiated activities, which take place indoors and outdoors, both in the garden or local woods, are clearly linked to planned topics and children's next steps in their learning. This supports their continued progress.

Children enjoy listening to stories read to them by the childminder. This helps to support their understanding in literacy and also encourages them to take an interest in and enjoy books. Children are provided with a range of resources to develop their creativity and imagination. Children's interests are used to extend play experiences, such as counting cars whilst walking outdoors, recognising the colours as they call out the colours of the cars they see and creating pictures of their favourite car. Their imaginations are challenged further as they hunt for the 'trolls' in the woods, singing and dancing as they explore their surroundings. Other favourite activities include running up and down the hills and jumping in the mud, all possible as they are supplied with outdoor weather clothes and wellington boots.

The childminder engages with children during their play, talking about different items and counting how many there are; this helps children to develop their mathematical

understanding. She regularly sings songs with children to support and extend on their language and develops their thinking skills and memory through recalling their favourite songs. Children are developing an understanding of basic technology, as they access push button toys that make different sounds.

The childminder undertakes regular observations of the children and the next steps in their learning are clearly identified so that all seven areas can be provided and planned for. Children's learning journey records are informative, include examples of their daily activities and are well presented. They are updated regularly to ensure children's individual interests and needs are incorporated into the planning. The childminder ensures these files are accessible to parents to involve them in their child's learning. In addition, the childminder plans to use these files to inform the two-year-old progress check, so that appropriate support and interventions can be put in place if needed.

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

The childminder encourages parents to bring their children for trial visits to help them to settle and get to know her before they start. The childminder has developed a good understanding of children's individual interests, abilities and care needs as parents work very much in partnership with the childminder. Both the parents and children have formed good relationships with the childminder and are settled and relaxed in her care.

Children are able to self-select age-appropriate resources as they are set out within their reach. They can make choices from the range made available to them that meet their interests and fully supports their learning. The childminder supports children with sharing and taking turns with resources and equipment. She remains calm and uses consistent strategies to support children in managing their own behaviour so that they can learn what is expected of them. She ensures that she works closely with parents on managing children's behaviour to promote consistency. Children access the whole of the ground floor of the property and the childminder ensures that the environment is safe and child-orientated; resource boxes are labelled with pictures. This helps to promote children's independence as they can make choices in what they play with.

Children are developing good self-care skills as they are supported with hand washing and are competent in feeding themselves. Children benefit from physical exercise and fresh air daily and are taken on regular walks to support their physical development and find out more about their local community. Children learn about the wider world and other cultures and beliefs as they access a wide variety of books and resources and have many opportunities to visit friends, child-centred groups and physical activity centres. The childminder also plans and delivers a range of activities that focus on other cultural festivals throughout the year.

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

Children's welfare is effectively supported as the childminder has a good knowledge of the guidance and procedures of the Local Safeguarding Children Board. She is fully aware of

the steps to take should she have any concerns about the welfare of a child. The childminder's policies show clear procedures and local contact numbers are displayed so they can be accessed easily. The childminder has clear written risk assessments in place for the home, garden and all outings to ensure that children are effectively protected from any potential dangers. Children practise the emergency evacuation of the premises on a regular basis. This is effective in helping them to develop a good understanding of how to keep safe.

Parents are kept well informed at all times and are fully informed about the childminder's practice through the initial welcome pack, which includes copies of all her policies and procedures. She has formed positive working relationships with the local school and shares information regarding children's well-being, care needs and class topics and themes. However, the systems for sharing information with regards to children's individualised learning and development is less established in order for her to gain additional knowledge to feed into her own planning and complement their learning.

The childminder has a clear training plan in place to extend her knowledge and skills for the benefit of children. For example, she has expressed an interest in attending the revised Early Years Foundation Stage training and gain more information and knowledge to enable her to care for children with special educational needs and/or disabilities. The childminder has clearly identified areas for improvement to benefit children's learning and development and to further improve her current good practice. In order to seek parents' views she asks them to complete questionnaires and uses any comments to inform her future practice. In addition, the childminder undertakes a regular review of children's progress in order to monitor the effectiveness of her educational programmes. Parents provided written feedback for the inspection stating that they are very pleased with the care provided and particularly welcome the opportunity to view their children's learning journey records.

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.
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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

Unique reference number	EY444505
Local authority	Manchester
Inspection number	798855
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
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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