

Inspection date	13/11/2012
Previous inspection date	04/11/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 successfully promotes children's emotional well-being, independence and self-esteem through effective encouragement and praise. As a result children are secure, relaxed and happy in the childminder's care.
- The childminder has a secure knowledge of how children learn. She grasps every opportunity to promote children's learning through an exciting and stimulating range of activities.
- Relationships with parents are good which ensures children's individual needs are known and consistently well supported.
- The childminder helps children to learn about how to keep themselves safe and healthy through everyday routines and practices. She encourages and supports children to take some responsibility for their own safety and ensures the environment is safe for them to play and explore.

It is not yet outstanding because

- Opportunities for parents to become more involved in and support children's learning at home are not 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
- 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 the children's activities and the interactions with the childminder.
- Discussions were held with the childminder throughout the inspection.
- The inspector looked at children's assessment records and sampled a range of other documentation.

Inspector

Kay Armstrong

Full Report

Information about the setting

The childminder was registered in 2002. She lives with her three children aged 13, nine and six years. The family live in the Woodhouse Park area of Manchester, close to local schools, playgroups, shops and a park. Children have access to the whole of the ground floor. Toilet facilities are available on the first floor. There are fully enclosed areas at the front and rear of the property for outdoor play. The family have a pet rabbit. The childminder cares for children on weekdays from 7.30am to 6pm for 45 weeks of the year.

The childminder is registered on the Early Years Register and on both the voluntary and

compulsory parts of the Childcare Register. There are three children on roll, all of whom are in the early years age group. The childminder cares for children who speak English as an additional language. She gains support from the local authority.

What the setting needs to do to improve further

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

- involve parents further in children's progress by encouraging them to consolidate their learning within the home environment.

Inspection judgements

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

The childminder plans interesting and challenging activities that successfully promote children's learning through play. She has a secure knowledge and understanding of how children learn. She obtains clear information about what children know and can do before they start with her. This enables her to plan suitable activities that help children make good progress in their learning and development. Teaching is effective because the childminder spends her time interacting with the children. Their communication and language skills are very well supported as the childminder talks to them as they play. She listens intently to what they are saying and responds in a positive manner. This ensures that children feel valued and know what they are saying is important to the childminder. She asks simple open ended questions which help children think and encourages them to talk about what they are doing. This improves their learning and helps to extend their vocabulary and use of English.

The childminder extends their play by joining in their games, for example, as children go 'shopping' she gives them a list of items they need to purchase. Children enjoy icing and decorating biscuits and are amazed as they mix red and blue food colouring together with the icing and the icing becomes purple. They count the cherries they put on the biscuits and make happy smiley faces with decorations. Children use mathematical language, such as, big and tall as they build towers with wooden blocks. Their vocabulary and reasoning is further extended as the childminder asks them about the shapes and colours of the blocks as they help tidy them away. Children express themselves creatively and dress up, play musical instruments and participate in regular craft activities. Children's understanding about the world in which they live is extended as they celebrate different festivals, such as, Chinese New Year. They commemorate traditions such as Remembrance Day by making 'poppies' for the 'brave soldiers'. They learn about compassion and difference as they explore resources which reflect our diverse society and

participate in fundraising activities, for example, 'Children in Need'. Their understanding about lifecycles is promoted as they watch and care for chickens as they hatch in the spring time. Children confidently move around the childminder's home developing their own games. They use their imagination and practise social skills as they have pretend tea parties.

The childminder works closely in partnership with parents. She gains information from parents about children's routines and starting points, which she uses effectively to support children's individual needs. Parents receive regular information about their children's progress. This is through informal discussion and daily journals providing details of the routine and activities children have participated in. This keeps parents successfully informed about their children's well-being and development. However, whilst some parents may choose to use this information to provide similar experiences at home, strategies to involve all parents in extending children's learning at home are not yet fully developed.

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

The childminder creates a welcoming and stimulating environment where children are happy, have fun and demonstrate they feel safe and secure. She works closely with parents to ensure the constant exchange of robust information to meet children's individual needs. This promotes the inclusion of all children as the childminder respects and values each child in line with their specific backgrounds and beliefs. Good settling in procedures help children to feel secure in the childminder's home and care. They also enable her to develop a firm bond with parents. The children have access to a good range of toys and resources that are varied and offer appropriate challenges. They are able to make choices about their play, learning and activities as the childminder encourages and nurtures child-initiated play. Children are confident and have positive self-esteem because the childminder praises them for their efforts and achievements. She supports children in learning about acceptable behaviour. For example, she successfully uses distraction techniques to manage children's behaviour in a very positive manner.

Children learn about the benefits of a healthy lifestyle as the childminder promotes their health well. She provides a healthy and nutritious diet, which incorporates fresh fruits and vegetables. In addition, children grow some foods in the garden, such as carrots and strawberries. Visits to the park, going for walks and playing outdoors provides regular opportunities for fresh air and exercise. Everyday routines, such as hand washing are developing children's self-care skills and they are learning about good hygiene practices.

Children are learning to take responsibility for their own safety as they are taught about how to keep themselves safe. For example, the childminder reminds them to tidy away toys before getting more out. They regularly practise the fire evacuation procedures and they learn road safety when out in the community. Children have good opportunities to develop their physical skills as they enjoy playing in the garden on wheeled toys and enjoy visits to soft play areas. The childminder also takes the children on regular outings to the library for story time and to toddler groups. This fosters children's confidence,

independence and social skills. Consequently, they are becoming prepared for the next stage in their life, such as attendance at another setting.

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

The childminder clearly recognises her responsibilities in meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She takes her safeguarding role seriously, is fully aware of her responsibility to keep children safe and keeps her safeguarding training up-to-date. This means she knows who to contact should she have any safeguarding concerns. Written policies and procedures are shared with parents ensuring they know and understand her responsibility. Safety has also been considered within the setting and when on outings. For example, the childminder has conducted risk assessments and updates these regularly.

The childminder is reflective in her practice and committed to continuous improvement. She recognises areas for further development. For example, providing more opportunities for children to socialise within different settings to extend opportunities to further promote their confidence. The childminder has attended appropriate training to enhance her knowledge and skills. She has an up-to-date first aid certificate and has sought out information regarding the revised Statutory Framework for the Early Years Foundation Stage. The childminder has developed good systems to observe and assess each child's progress. Observations are recorded in written form and supported with photographic evidence. The childminder has begun to complete summative assessment for children in the two to three year age bracket. Children with English as an additional language are appropriately supported.

The childminder develops positive relationships with parents and values their views. She regularly shares their child's learning journeys with them. These contain information about activities they have been involved in and the progress they are making. This ensures they are aware of their ongoing development. Parents receive relevant information regarding the childminder's effective practice which includes access to written policies and procedures. The childminder is aware of the need and importance to develop positive links with other early years providers should the need arise. For example, if and when children attend different settings, to ensure continuity in their learning and development and ensure that their overall welfare is promoted.

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. 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	503117
Local authority	Manchester
Inspection number	819340

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	04/11/2008
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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