

Inspection date	20/11/2012
Previous inspection date	18/11/2008

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

- Children are happy and have strong attachments with the childminder. They feel valued and home routines are respected so children settle quickly.
- The acquisition of communication and language skills and personal, social and emotional development is given high priority. As a result, children are able to learn new words very rapidly and use them effectively in communicating their needs.
- The childminder makes effective use of outdoor areas and outings to enable children to investigate and widen their experiences of the natural world, people and communities and technology.
- Parents are well informed about their child's development and how they can support their child's learning at home. As a result, children make good progress towards the early learning goals.

It is not yet outstanding because

- Opportunities for children to explore through playing and finding out how real-life objects work in different ways are not fully explored in the setting.
- Opportunities for children to retell stories and extend their language skills even further by using stories and props, are limited.

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 rear lounge.
- 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.
- The inspector also took account of the views of two parents spoken to on the day.

Inspector

Emily Wheeldon

Full Report

Information about the setting

The childminder was registered in 1995 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult son in a house in the Chorlton area of Manchester. The rear lounge, kitchen and bathroom on the first floor are used for childminding purposes. She has two cats and two dogs as pets.

The childminder has completed basic training including first aid and child protection and

updates her knowledge through specific courses, such as food hygiene. She visits the local shops, parks and museums on a regular basis. She collects children from the local school. There are currently six children on roll, all are in the early years age group and attend for a variety of sessions. She is open all year round from 7.45am to 6pm, Monday to Friday, except for family holidays.

What the setting needs to do to improve further

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

- provide real-life objects which work in different ways and for different purposes to arouse children's curiosity and to support their exploration skills. For example, by providing egg whisks, torches and other household objects
- provide opportunities for children to tell and act out stories using props, such as puppets, real objects, or pictures to further develop children's language skills.

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 backgrounds and individual needs of children. Through discussion and assessments she is able to describe the progress individual children have made in relation to their starting points. She is very clear about where children should be in terms of their stage of development and knows how to support children accordingly. For example, the acquisition of language and communication skills and their personal, social and emotional development is at the forefront of everything she does. The childminder supports children's vocabulary skills effectively by repeating new words and engaging in play when children play with farm animals. The childminder also extends children's language skills further by introducing adjectives to describe words, such as, 'brown cow' or 'big horse'. As a result, children are confident speakers and make very good progress in their communication and language skills.

Children enjoy listening to stories and are keen to answer questions. For example, when the childminder is reading a story about a caterpillar, she says, 'Where is the egg?' Children confidently respond by saying, 'On the leaf,' and point to the egg on the leaf in the picture. Children maintain good concentration levels and listen attentively. They enjoy communicating and sharing stories with the childminder. However, opportunities to enable children to have ownership of their own story-telling are not fully developed. Resources, such as story props are also limited which makes telling stories in sequence order more

challenging for young children. Mathematical concepts are taught and interwoven effectively in routines and activities. For example, children count up to five ducks in a book or describe objects as being 'big' or 'small'. Children enjoy listening to a wide range of music and like to participate by clapping or moving their bodies in time with the beat.

The childminder has comprehensive observation, planning and assessment systems in place. She uses the revised Statutory Framework for the Early Years Foundation Stage effectively to support her practice. Children are making good progress in all areas of learning and parents are pleased with the quality of care and learning. The childminder has completed a progress check for parents to read. The report is detailed and very effective in informing parents about children's next steps in their learning and how they can support their child's learning at home. As a result, children thrive.

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

Great care is taken to ensure children settle with ease when they first start. Through discussion the childminder demonstrates a secure understanding of child development. She respects children's individuality and needs and understands that some children take more time to settle than other children. For this reason, the childminder is flexible and introduces new children into her setting gradually. She invites parents and their child to her home and on trips so parents can see how she is with the children. Parents complete an 'All about me' sheet and the childminder works hard to ensure routines at home are also mirrored in her setting. This means children receive effective continuity of care and, as a result, are happy and settle quickly.

Children play harmoniously together and know the boundaries set by the childminder to ensure their safety. This is because the childminder is a good role-model to the children and is consistent in her approach to behaviour management. Positive comments about the childminder's manner with the children were recently made by a health visitor. She said, 'I was very impressed with how calm the childminder is, her very pleasant manner, and her way with the children. They were all beautifully behaved but having fun. She encourages their politeness and careful interactions with the people she knows. For example, by saying 'goodbye' to people and the children are always confident and happy in her company'. Children demonstrate effective responsibility for their toys from an early age. With gentle reminders from the childminder, they know they must tidy toys away and clean their hands on baby wipes prior to eating.

Children show a good awareness of healthy lifestyles. The childminder provides a wide range of nutritious snacks, such as raisins and fresh fruit and healthy fillings for sandwiches at lunchtime. Children also have regular exercise and fresh air as they go on regular trips to the park and soft play areas. This means they are physically active and healthy and have opportunities to meet other children. The childminder discusses staying healthy with the children during play. For example, when children are playing with a doctor's kit, she uses the stethoscope as a talking point. Children are very interested to know that they can hear their own heart beat through the stethoscope, and attempt to listen to other people's heart beats. Good hygiene procedures are in place for changing

children and the childminder uses this opportunity to sing number rhymes with children. This supports children's counting skills and children show they are happy because they smile and clap along to the music.

The childminder arranges a wide range of outings which give children rich and stimulating experiences based upon their individual interests. One parent said, 'My son has always been fascinated by fire-engines and the childminder arranged a visit to the local fire station. My son still talks about that day four months on'. Other experiences include a trip to the science museum to look at dinosaurs. Children thoroughly enjoyed looking at the features of skeletons and the experience sparked many discussions about the size of different bones. In the childminder's home, resources are wide-ranging and are accessible to all the children. The childminder has resources which are age and stage appropriate. She has a good selection of natural resources which stimulate children's senses and encourage exploration. Children enjoy looking at the features of toys, such as a pair of play scissors in a veterinary's kit. They demonstrate good control with their hands as they squeeze the scissors together, discovering how they work. However, further opportunities to extend children's thinking skills and scientific enquiry about objects are not fully explored. For example, real-life objects, such as egg whisks, torches, and clocks, are limited. As a result, children who are particularly interested in learning through discovery are not able to reach their full potential.

Partnerships with parents and carers are very positive and strong. The childminder keeps them well informed about their child's development and regularly suggests activities to do at home. For example, she bought a few handwriting books to support a child's handwriting skills because he is ready to learn how to form letters and numbers. As a result, children make good progress in relation to their starting points and children feel a great sense of achievement.

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

High priority is given to safeguarding children. The childminder has a good knowledge and understanding of safeguarding policies and procedures and knows who to contact should she be concerned about a child. Daily safety checks and comprehensive risk assessments are carried out on the premises and on outings so children are protected. All required documentation to meet the welfare requirements of the Statutory Framework for the Early Years Foundation Stage is well maintained to ensure the smooth running of the setting.

The childminder has a realistic view of her provision and has high expectations to ensure good quality standards of care. She has met previous recommendations from her last inspection promptly. For example, she now links her observations to areas of learning and identifies children's next steps in their learning and development. As a result, children make good progress towards the early learning goals. Partnerships with parents and carers are strong. Parents regularly contribute their views via questionnaires and through daily discussions with the childminder. These views are incorporated into the childminder's

self-evaluation and the childminder takes into account what parents say and makes changes to her provision as necessary. Children's views are also taken into account. The childminder has a book containing photographs of her resources so that children can point and select toys they would like to play with.

The childminder has attended a wealth of training and uses this to good effect in her provision. For example, she has attended training around observation, planning and assessment. She is confident observing children and has a good understanding of children's needs and interests. She uses the Statutory Framework for the Early Years Foundation Stage effectively to track children's progress and is able to identify any gaps in their learning. The childminder has a good overview of the seven areas of learning. For example, she plans activities for each child around their interests and ensures each area of learning is covered. As a result, children enjoy learning and receive a broad and well-balanced curriculum.

The childminder has links with the local school and knows the staff well as many of her previous minded children attend there. Staff are complimentary about the childminder and say that her minded children are keen to ask questions, have good communication skills and are well-behaved. Children are therefore well prepared for school because the childminder understands the importance of encouraging children to be independent. Examples include supporting children to take on responsibilities, such as putting their own shoes on and tidying toys away. Older children are supported in their literacy and numeracy skills so they are '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

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	318345
Local authority	Manchester
Inspection number	819091
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	18/11/2008
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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