

<b>Inspection date</b>	03/12/2012
Previous inspection date	08/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	1
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 settle into the childminder's care well due to the effective settling in procedures and the childminder's close liaison with their parents.
- The childminder has a good awareness of how young children learn, which ensures each child makes good progress and are well prepared for school.
- The childminder carries out regular monitoring and quality assurance checks and makes good use of training that motivates her to further improve her practice.

#### **It is not yet outstanding because**

- Children do not have opportunities for continual access to the outdoor garden, in order to extend their learning in a natural environment.

## 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 childminder's care of the children during the inspection and took account of the views of parents through the parent questionnaires seen.
- The inspector talked to the childminder about various aspects of children's care, and the childminder's understanding of how children learn and develop.
- The inspector reviewed children's records relating to the Early Years Foundation Stage, including children's development records and observations. Relevant documentation, records and policies were sampled.

## Inspector

Anne Drinkwater

## Full Report

### Information about the setting

The childminder was registered in 1999. She lives with her husband and two children aged 16 and 18 years in the Chorlton area of Manchester. The whole of the ground floor is used for childminding which includes a playroom at the front of the house, a rear lounge, a kitchen/dining area and a ground floor bathroom. There is a fully enclosed rear garden for outdoor play. The family have two pet dogs, a rabbit and a guinea pig.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She attends carer, toddler and childminder groups, the local shops and park on a regular basis. There are currently five children on roll, four are in the early years age group who attend for a variety of sessions and one is a school-age child who attends before and after school. She is open all year round, from Monday to Thursday, except for family holidays. The childminder is a member of the Childminder Network. She holds a National Vocational Qualification in Childcare at level 3 and a certificate of Quality Assurance from the National Childminding Association of which she is a member.

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

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

- develop further the organisation of the home to allow children continual access to the garden learning environment.

### **Inspection judgements**

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

Children make good progress and settle quickly as the childminder has good childcare skills. She uses information gained from parents initial meetings to assess and plan for children's progress from their starting points. She has a good knowledge of the Early Years Foundation Stage and delivers all areas of learning effectively. She organises her home well so children can have a dedicated playroom to play in and explore in comfort and safety. The childminder gets to know children well, and provides a variety of good quality toys and equipment to suit their stage of development. She observes children's achievements and tracks their progress well, in their learning journals. Parents are encouraged to contribute to the learning journals by recording things achieved and enjoyed at home. This means the childminder can provide activities to include children's interests. The childminder is skilled at developing children's communication skills. She continually talks to the children during play activities and asks questions to extend their language and communication skills further. For example, she sits on the floor to support children's play at their level and constantly chats. The low-level book shelves and box enables children to choose books independently and even young children begin to show an interest and enjoyment in books. Children's language skills are extended further through the childminder's introduction of story sacks, which she encourages parents to use to support learning at home, and add additional props to.

The childminder is aware of how to create a good balance of adult-led and child-initiated play. She has a good understanding of how young children learn and she offers additional resources to extend their play. For example, she provides aprons, hats, pencils and pads as they set the scene in their restaurant. Children see themselves displayed in photographs around the room to increase their sense of belonging and provide opportunities for increasing language and communication skills. The childminder is aware of the benefit of the use of natural materials to allow children to explore a wide range of textures, and natural and sensory materials. In addition, the chance to go and buy foods encourages them to try different tastes and textures. However, access to the well-resourced garden at the childminder's home is limited, this restricts children's opportunities to extend their learning in a natural environment. That said, children have a good variety of outings as they attend childminding and toddler groups, walk to schools and shops and visit other childminder's. They enjoy nature walks where they collect leaves for their autumn themes and collages. The childminder provides a wide variety of art and craft activities and role play resources, which enables children to express their imagination and creativity. Overall, there is a wide range of resources and the childminder provides an effective learning environment. This means that children make good progress in their development and have good opportunities to prepare for the next stage in their learning.

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

The childminder provides good childcare that effectively promotes the well-being of children. Children form very close relationships with the childminder, enabling them to feel happy and secure in the welcoming, child-orientated environment. She has a caring, affectionate manner so children play happily and are relaxed as a result. She provides a range of good quality resources and equipment which are easily accessible, even to the youngest of the children. The childminder has good childcare skills and quickly gets to know the children. Partnerships with parents are well established. The childminder discusses each child's stage of development, interests and routines at the start of their child's placement with her. This helps her to support the child's transition into her setting and provides her with a benchmark for their starting points, from which she plans their initial next steps. Children stay safe as the childminder completes daily checks of her home, in addition, she has chosen to have written risk assessments which cover all potential hazards that may be found in the home, garden, toys and equipment. She takes positive steps to minimise hazards. For instance, she reminds the children they cannot play on the trampoline as it is wet and slippery, in addition, she has a variety of appliances to minimise the risk of fire or carbon monoxide leaks.

Children play in a clean, well maintained family home as the childminder has good hygiene routines. Visual prompts around the home remind children of the importance of washing their hands and healthy foods. The childminder has a good understanding of healthy diets and provides children with choices of fruits and drinks of water or milk. All main meals are freshly prepared each day and meet all of the children's nutritional needs. The broad range of activities and outings offered by the childminder enables the children to extend their learning in a variety of different situations. Activities, topics and discussion extend children's concepts of nature, road safety and their local community. Children behave well

because the childminder provides gentle reminders about what is appropriate and during play activities she supports children to develop sharing and turn taking skills.

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

The childminder is very experienced and understands her responsibility to protect the welfare of the children. She has a secure knowledge of local child protection procedures and shares her written policies, including safeguarding and complaints policies, with parents so all are aware of her responsibilities. She demonstrates a good understanding of the need to record any concerns relating to child protection. The childminder maintains records efficiently as she has a good knowledge and understanding of the Early Years Foundation Stage requirements.

The childminder, through her self-evaluation, demonstrates a clear understanding of her strengths and areas for further development and shows a strong commitment towards developing her practice further. She shows a keen capacity for improvement and has attended a variety of training courses since registration. She uses knowledge gained from these courses to extend areas in her setting further. The childminder responds positively to the inspection process, taking steps to meet the recommendation from her last inspection, to further develop self-evaluation. She attends childminding meetings and numerous workshops throughout the year, including safeguarding, narrowing the gender gap, mentor training, observation & planning and implementing the two-year-old progress check. She makes good use of the publication 'Development Matters in the Early Years Foundation Stage' to assess and plan for children's learning. The childminder has a good understanding of how to monitor children's physical, social and communication progress.

The parent welcome pack ensures the childminder shares her policies with parents and makes them aware of her aims. She has recently introduced parent questionnaires and really values the comments that parents have made about her service. She shares information daily about children's care needs and the children's portfolios show she plans well for their learning and development. Parents, through their questionnaires, comment on the wealth of information the childminder gives and the observations on their children. They state they are thriving and growing each day. The childminder has a secure awareness of the need to work with other agencies or early years settings who may be involved in the children's care, in order to promote continuity.

### **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.
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	500495
Local authority	Manchester
Inspection number	890871

<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/02/2011
<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 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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