

<b>Inspection date</b>	10/12/2012
Previous inspection date	06/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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's individual needs are well met due to careful observation, assessment and tracking procedures.
- The childminder has good partnerships with parents and provides regular updates on their children's progress. This supports children in their care and development needs.
- The childminder attends further training opportunities and undertakes self-evaluative practice.
- Children exhibit a strong sense of security with the childminder and are active and confident learners.

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

- Self-evaluation does not take into account the views of children and parents. This impacts on children's communication and identification of their likes and dislikes.
- Opportunities for children to build relationships outside the minded group are limited. This impacts on children's personal, social and emotional development.

## 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 children at play with activities throughout the inspection.
- The inspector spoke with children, the childminder and parents throughout the inspection.
- The inspector looked at children's development files to ascertain children's progress in achieving the early learning goals.
- The inspector observed relevant documentation, policies and procedures.

## Inspector

Elisia Jane Lee

## Full Report

### Information about the setting

The childminder was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in the Blackley area of Manchester. The whole of the ground floor is used for childminding with bathroom facilities on the first floor. There is a rear yard for outdoor play. The childminder has a pet cat.

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 and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently five children on roll, of which three are in the early years age group who attend for a variety of sessions and two are school-age children who attend before and after school. She is open all year round from 8am to 7pm Monday to Friday, except for bank holidays. She is a member of the National Childminding Association.

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

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

- extend current self evaluation systems to take into account the views of children and parents to provide a way of evaluating children's likes and dislikes.
- build relationships outside the childminded group in order to extend support of children's personal, social and emotional development.

### **Inspection judgements**

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

The childminder is knowledgeable about the Early Years Foundation Stage and uses this well to support children in their learning and development. Resources in the environment are well organised and there are a range of stimulating age appropriate resources which offer challenge all areas of learning. For example, children play with shape sorters using their creative thinking skills as they manipulate pieces of different size and shape. The childminder promotes language and extends children's vocabulary. Young children who are not yet speaking listen intently as she provides a running commentary through play. Children then converse with the childminder, babbling and imitating different sounds.

The environment is bright and open and children are free to play across two different rooms. Resources are stored on low level shelving or placed on the floor which engages children and supports them in making independent choices in their play. For example, children choose to play with dolls and use buggies to transport the dolls in their imaginative play. There are a good range of resources to meet the needs of different age groups and individual needs. The childminder plans activities based on children's interests and next steps in development, which then becomes a focus. Children go on walks to the local park to collect leaves and feed the ducks as they focus on autumn and the changing

seasons.

The childminder regularly observes children and monitors their development as they work towards the early learning goals. The childminder observes children from when they first start and works closely with parents to ascertain children's starting points on entry. She works with parents to complete an 'all about me' book and to discuss activities that children are undertaking at home. This allows the childminder to build a good knowledge of children's abilities, likes and interests prior to starting. The childminder uses a variety of communication methods with parents. For example, by completing daily diaries, giving daily verbal feedback and offering one-to-one meetings with parents to discuss children's observations. This supports parents in gaining an understanding of the learning and development of their child and knowledge of the educational programme.

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

The childminder supports physical development and promotes healthy lifestyles through daily walks, playing outside, visits to the park and music and movement sessions. Children develop an understanding of healthy eating as the childminder provides menus built on healthy options. Menus are discussed with parents and children's likes and dislikes are taken into account when planning meals. Children visit the local supermarket to purchase ingredients which are used in cooking activities; this allows children to discuss different food types and healthy options. Children express emotions and feelings through their play. For example, young children play 'peek a boo' and interact with the childminder as she plays with children on the floor. Children share resources with the childminder showing that they want her to join them in their play. Younger children make their needs known by pointing and experimenting with early vocalising, such as babbling.

The childminder has built up warm relationships with children and secure attachments have been developed. For example, a child is soothed by the childminder as they become upset due to teething. Children behave really well in the setting. This is because the childminder is a good role model and offers consistent praise which supports positive behaviour. Children are rewarded with certificates from an early age which recognises their reaching of milestones in their development. For example, 'I didn't cry when mummy left me today'. Children show a sense of security in the setting and are caring towards other children. For example, older children help younger ones as they have their nappy changed, by bringing nappies and wipes for the childminder.

Children learn about their own and other cultures and beliefs through celebrating birthdays and festivals together. A range of resources support equality and diversity including dolls, books and jigsaws. The childminder has a good knowledge of how to support effective transitions by close partnership working with parents, and shares information with other professionals as children move into full time education.

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

The childminder gives a high priority to offering a high level of care to children and families. She builds strong relationships and offers a 'home from home' environment in which children are well cared for. She undertakes further professional training and works closely with local authority advisors to refresh and update her knowledge. She undertakes self-evaluation which identifies strengths and weaknesses, and enhances her practice. Actions are identified which support priorities and plans for improvement. For example, the childminder has identified that she would like to enhance the outdoor area. Self-evaluation does not take into account the views of children and parents; this impacts on the identification of children's likes and dislikes. Parents are very complimentary, with comments such as 'Thank you for all your help, our child's behaviour has improved greatly and we believe this is due to all the guidance you have offered'. Children also send thank you cards and make comments such as 'Thank you ever so much for looking after me. I can't wait for the six week holidays, you will always be the best childminder, hurry up six week holidays!'

The childminder has a good knowledge of local safeguarding procedures which means that children are safeguarded and well protected in the setting. The childminder has attended safeguarding training and is well informed about child protection and who she needs to contact should she have a safeguarding concern. Children are kept very safe whilst in the childminders care because she observes and supervises the children well.

The childminder evaluates and monitors planning and assessment procedures which ensure that she has current knowledge of children's individual progress as they work towards the early learning goals. She has a good secure knowledge of the requirements to ensure she is meeting her responsibilities in all areas. Children are secure with the childminder and they are active confident learners. They invite adults to join them in their play showing a sense of security. The childminder has good contacts with the local authority and the local school. The childminder does not visit groups outside the home, which impacts on opportunities for children being able to form new relationships outside of the childminded group. The childminder has strong partnerships with parents which support children's individual needs being well met.

The childminder gives a high priority to children's safety. She has written risk assessments in place which cover all aspects of the home. This means that children are well protected. For example, she records details of all visitors and uses safety equipment, such as socket covers and cupboard locks. In addition the childminder minimises risks when children are on outings as she ensures that children have a copy of her mobile phone number and name stored in their clothing should children become parted from her. Children are also further protected because the childminder keeps good records including accident, medication and attendance records which she implements well to support good practice. Overall the childminder creates a warm and homely environment where children show confidence and enjoyment as their individual care needs, and learning and development needs are well met.

### **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**

<b>Unique reference number</b>	EY320275
<b>Local authority</b>	Manchester
<b>Inspection number</b>	820521
<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>	06/04/2009
<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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