

Inspection date	12/12/2012
Previous inspection date	08/12/2008

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 provided with a warm welcoming, stimulating learning environment in which they are happy, eager and motivated to learn. They benefit from a broad range of toys, resources and materials that support their learning and development.
- The childminder is well informed and has a good knowledge of the Early Years Foundation Stage, child development and how children learn. This supports her to ensure that every child makes good progress in relation to their starting points.
- The childminder places a strong focus on helping children to acquire communication and language skills, and supporting their physical, personal, social and emotional development. This ensures that they are well-equipped with the skills they need for future learning.
- Arrangements for safeguarding children are well embedded and clear policies and procedures are implemented consistently to ensure that children are kept safe and protected at all times.

It is not yet outstanding because

- Parents are not consistently encouraged to contribute to their children's learning records and are not fully informed about ways that they can support their child's learning at home.
- The childminder has not fully considered using peer observations, with her co-childminders, in order to learn from each other and monitor and evaluate their practice.

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's activities in the main playroom.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector looked at various documents, including policies and procedures, observations and assessments and children's records.
- The inspector took account of the views of parents from written statements.

Inspector

Julie Kelly

Full Report

Information about the setting

The childminder has been registered since 1991 and works with two other registered childminders. She lives with her husband and two adult children in the Burnage area of Manchester. The whole of the ground floor, which includes a playroom, is used for childminding purposes with bathroom facilities situated on the first floor. A fully enclosed rear garden is available for outdoor play. The family have a dog.

The childminder is registered the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll who attend on a full-time and part-time basis. Of these, three are within the early years age group and three are school-age children who attend before and after school and during school holidays. The childminder also cares for children who are over eight-years-old. The childminder operates from 7.30am until 6pm, Monday to Friday all year round, except for one week in the summer and one week at Christmas.

The childminder is accredited to receive early years education funding for three- and four-year-old children. She is a member of the National Childminding Association and holds an early years qualification at level 3.

What the setting needs to do to improve further

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

- extend the existing partnerships with parents to encourage them to consistently contribute to children's learning records to help them to support their children's learning at home
- build on existing systems of self-evaluation and consider the implementation of a peer observation system to further enhance the evaluation of their own and their co-childminders practice.

Inspection judgements

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

The stimulating environment and exciting activities and experiences on offer ensure that children's interests are maintained and they continue to be motivated to learn. They have access to a broad range of interesting and challenging experiences which supports their learning and development needs very well. The childminder has a secure knowledge of the seven areas of learning and uses this knowledge to plan a wide range of activities. As a result, children are supported in their prime areas of development which are key to them gaining further skills and being ready for their next stages of learning. Children develop their personal, social and emotional skills as they learn to take turns and share, beginning to understand the needs and feelings of others. Children enjoy looking at books and listening to their favourite stories where they eagerly anticipate what will happen next. Babies point to objects to make their needs known and copy familiar actions and gestures. As a result, children develop good communication and language skills in relation to their

starting points.

The childminder provides children with opportunities to explore and investigate a wide range of materials and resources to keep them interested and motivated to learn. For example, they explore artificial snow and talk about what it feels like, using it to fill and empty containers while learning about mathematical concepts, such as 'full', 'empty', 'heavy' and 'light'. Children develop their physical skills through outdoor play in the garden and visits to the local playgroup where they have opportunities to run, ride wheeled toys and use climbing equipment. They develop their creative and imaginative skills when they pretend play with their favourite figures and dolls and relate their play to their own personal experiences.

Teaching is effective and methods for observation and assessment are focused. The childminder plans for individual children in response to the information gathered from parents when children first start to attend. She plans activities based on the seasons and festivals and plans for children's next steps in their learning based on observations she has undertaken. Partnerships with parents are effective and the childminder discusses children's learning and progress with parents to keep them informed. However, there is scope to engage and involve parents further in children's learning and encourage them to contribute to their learning records in order to help them support their children's development at home. Each child has a learning record and the childminder has a detailed knowledge of children's current and future learning and development needs. All children are involved in activities and are fully motivated in their play. As a result, they make good progress towards the early learning goals.

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

The childminder obtains information from parents, about children's interests, care routines, likes and dislikes, and uses this information to plan her routines and activities, according to individual children's needs and preferences. The childminder sensitively and successfully supports children to form strong, secure emotional attachments, providing the foundation to promote their personal, social and emotional development. Children are happy and enjoy their time at the childminder's home and respond to lots of attention and affection. They express their own wishes for their favourite toys and books, demonstrating their confidence and independently select toys from the accessible boxes. They respond to lots of positive interaction from the childminder as she praises them when they achieve a task. The childminder displays children's work and photographs in order to help children in feeling valued and successfully promotes their sense of self-esteem. They also become sociable as they meet with other children and adults at the playgroups they regularly attend.

Children's health needs are well met through regular exercise, walking and active play at the play centres, where they use large climbing equipment. They express their own personal needs when they are tired or need a drink. The children are safe, warm and comfortable because the childminder responds to their individual care needs. Babies cooperate with personal care routines and develop their self-help skills as they begin to feed themselves. Children are provided with a wide range of nutritious snacks and

homemade meals, and informative and colourful displays around the room help children to understand what they need to do to keep their bodies healthy. For example, posters show children that they need to eat healthy food, take regular exercise and drink lots of water. After meals the childminder encourages them to brush their teeth, supporting them in learning good dental hygiene routines.

The childminder gives high priority to keeping children safe. The childminder reads children stories to further support their understanding of safety issues, including the dangers of fire and matches. Children are taught from a very young age how to behave safely when walking outside. They learn about road safety, pedestrian crossings and the role of the school crossing person. The childminder talks to children on a daily basis, during general conversation and play, about dangers around the setting and outdoors.

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

The childminder demonstrates a clear understanding of her responsibilities to meet the requirements of the Early Years Foundation Stage. She has a secure knowledge of how children learn and ensures that her planning, observations and assessments are accurate and support children in making good progress towards the early learning goals. Self-evaluation is effective because the childminder obtains and listens to the views of children and parents and responds positively to their ideas and suggestions. The childminder is committed to improving the provision and clearly identifies the strengths and weaknesses of her practice. Consequently, training needs are successfully identified to further strengthen her knowledge and understanding of the Early Years Foundation Stage. Parents and children give feedback on the service through the completion of questionnaires and regular discussions with the childminder. For example, as a result of parents' views, the childminder now shares daily diary sheets with parents to ensure they are fully informed about their child's daily routines and activities. However, although the childminder works very well with her co-childminders she has not fully considered using peer observations in order to learn from each other and evaluate their practice through honest and critical feedback and reflection.

The childminder places a strong emphasis on her responsibilities to keep children safe. The arrangements for safeguarding children are well embedded and she has a thorough understanding of what to do and who to contact in the event of a cause for concern. The childminder has taken the lead on putting together a set of detailed organisational policies and procedures, utilising her computer skills. These are implemented successfully and maintain children's safety and well-being at all times. Detailed risk assessments, daily checks and security procedures ensure children can develop and learn in a safe and secure environment. Fire drills are carried out on a regular basis and the children receive a certificate to say they have taken part.

Partnerships with parents are strong, which results in children's individual needs being met and ensures that the childminder has an extensive knowledge of their routines, likes, dislikes and interests. Parents have access to the organisational policies and procedures and are given information about who to contact if they have any concerns. They make

comments to the childminder about how happy they are with the care and education their children receive and the service she provides. Written testimonials from parents state that they are particularly impressed with the development of their children's confidence and social skills and the close links children make with others in the local community. The childminder fully understands the importance of working in partnership with external agencies and services to seek appropriate interventions when necessary. Effective links with the Childminding Network Coordinator ensures that all children are fully supported in their learning and development.

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	500236
Local authority	Manchester
Inspection number	819299
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	08/12/2008
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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