

<b>Inspection date</b>	14/12/2012
Previous inspection date	15/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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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 gives a high priority to the safety and care of children.
- Regular observations and assessment procedures are in place. This allows the childminder to effectively identify children's next steps in their learning and development. As a result, children make good progress because activities are planned to meet their learning needs.
- Relationships with parents are generally good and effective partnerships with other professionals and providers are in place, which ensures continuity of care for children.
- A secure keyperson system is in place, which supports secure attachments being made.

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

- Self-evaluation systems do not take into account the views of children and parents, which does not help the childminder to sharply focus plans for future improvements in line with users opinions and suggestions.
- There is scope to improve the use of resources that promote information technology so that children's learning and understanding of the world is further enhanced.

## 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 spoke with children, parents and the childminder throughout the inspection.
- Policies, procedures and children's development files were observed and discussed as part of the inspection process.
- The inspector observed children as they accessed activities and free play throughout the inspection.

## Inspector

Elisia Jane Lee

## Full Report

### Information about the setting

The childminder was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He lives with his wife and adult daughter in a house in East Didsbury, Manchester. He uses the whole of the ground floor, two bedrooms on the first floor and the side garden for childminding. He co-minds with his wife who is also a registered childminder. The family has four pet dogs.

The childminder visits playgroups, the local shops and park on a regular basis. He collects

children from the local schools and pre-schools. There are currently six children on roll, of whom three are in the early years age group who attend for a variety of sessions and three are school-age children who attend before and after school. He is open all year round from 6.30am to 6.30pm, 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:**

- extend existing self-evaluation systems to take into account the views of children and parents, so that plans for future improvements are sharply focussed and based on users' needs.
- enhance opportunities for children to further develop their understanding of the world by using more information technology resources, such as, an electronic keyboard, walkie talkies, or by accessing a computer.

### **Inspection judgements**

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

The childminder has a good understanding about how to promote the learning and development of young children. He provides activities and learning experiences which challenge children in all areas of learning. For example, children make individual Christmas cards using a variety of creative resources, which engage and support problem solving. Children attempt to peel stickers away from backing paper and use crayons to make patterns and designs. The childminder extends children's language by asking them to count how many stickers they can see, which also supports children in their mathematical thinking.

The environment is bright and colourful and engages children in learning. A variety of posters and children's art work is displayed throughout the setting at a low level which allows even the youngest children to reference easily. For example, children look at photographs of all the children who attend the setting and name each one individually. There are a range of age appropriate resources which are freely accessible to children as they are stored on low-level shelving. Children are learning about their local environment as they take part in trips to the library, walks along the local river bank and observe wild animals in the garden. For example, children watch squirrels through the window as they approach to feed from the bird feeder. Children make reference to the squirrel's eyes and then point to their own eyes. This supports children's understanding of the world. However, resources which support children's understanding of information and technology

are less well used, which does not fully support children's understanding of the world through information technology. The childminder plans activities to meet children's individual needs. For example, children play with a pop-up tent and crawling tunnel. The childminder calls children's names and encourages them to move through the tunnel; this shows children put trust in the childminder and shows secure relationships have been formed.

Observation and assessment systems are good. They allow the childminder to monitor and track children's development across all areas of learning, and identify children's next steps in development. This ensures that children are well supported as they move through the early learning goals. He works in close partnership with parents to determine children's starting points prior to entry and continues to liaise with parents, giving daily verbal feedback about children's development. This gives parents valuable opportunities to understand and learn about the requirements of the Early Years Foundation Stage.

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

The childminder gives children's safety a high priority. Daily safety sweeps are undertaken and there are written risk assessments in place. Children are made aware of safety procedures. For example, children hold the childminder's hands during trips and outings, which support children as they learn about crossing the road safely. Children's behaviour is good and shows that they feel secure in the setting. The childminder uses positive praise and behaviour sticker charts to celebrate positive behaviour. The childminder is aware of children's individual needs and is aware if a child is unsettled or unwell. Children develop a good understanding of the importance of physical activity through planned activities indoors and outdoors. For example, children go on regular walks in the environment and use balancing and climbing equipment in the outdoor area. This supports children physical development. Children develop a good understanding about healthy eating through healthy options being incorporated into menus. Children take part in trips to the local greengrocers where they purchase fresh fruit and vegetables, such as carrot sticks and fresh dips, which are then incorporated into snacks and meals.

The childminder provides a good role model and gives clear guidance for children about what is acceptable behaviour. He appreciates that children develop understanding at different stages and adapts his practice to consider age appropriate behaviour strategies. For example, children are given stickers, which they place on a wall chart, as a reward for positive behaviour. As parents collect their children, they reference the sticker chart which raises children's self-esteem and attitude towards positive behaviour. Settling in procedures are good; they allow children to attend for increasing amounts of time with their parents before being left in the childminder's sole charge. This helps to support positive relationships. Effective procedures for transitions are in place as the childminder has good relationships with other professionals and the local school. This means that children are supported well as they move between different providers.

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

## provision

The childminder is committed to offering a high quality of care to children and their families. He uses self-evaluation to review his practice and accurately identifies his strengths and weaknesses. However, current systems do not yet take into account the views of children and parents, which does not help him to sharply focus plans for future improvements in line with their opinions and suggestions. He works with his wife, who is a co-minder, to share good practice. For example, when he attends training courses he discusses key points with his co-minder, ensuring that training is effectively shared. Parents are complimentary about the care received. For example, they comment 'We looked around lots of childminder's but nobody came close to this. They are amazing'.

Children's welfare is promoted through the childminder having a secure understanding of safeguarding. He is aware of the procedures to follow should he have a safeguarding concern and undertakes regular training to refresh and update his knowledge. He monitors visitors to the setting and asks for identification at all times, as a safeguarding precaution. The childminder monitors his planning and allows flexibility in planned activities, in order to engage children in learning as their natural interests change and develop. Children develop secure attachments with the childminder, independently inviting him to join in with their play, for example, when playing in the role play area, singing songs or building models using construction bricks. He has close partnerships with parents and other professionals to ensure that children's individual needs are met and consistency of care is promoted. Overall, the childminder creates a stimulating learning environment where children are well supported throughout each stage of 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

<b>Unique reference number</b>	EY227510
<b>Local authority</b>	Manchester
<b>Inspection number</b>	819590
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15/06/2009

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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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