

Inspection date	14/12/2012
Previous inspection date	15/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- The childminder has a secure knowledge and understanding of the Early Years Foundation Stage. As a result, children are kept safe, their welfare is promoted and they make good progress in their learning and development.
- Children are settled and are active learners, exploring resources and the environment with confidence.
- Effective observation, planning and assessment procedures are in place which ensures children's individual learning needs are well met.
- The childminder works generally well with parents and has strong partnerships with other professionals, which support children at times of transition.

It is not yet outstanding because

- Self-evaluation processes 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 observed children at play throughout the inspection.
- The inspector spoke with children, parents and the childminder throughout the inspection.
- The inspector looked at policies and procedures and children's development files.

Inspector

Elisia Jane Lee

Full Report

Information about the setting

The childminder was registered in 1993 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult daughter in a house in East Didsbury, Manchester. She uses the whole of the ground floor, two bedrooms on the first floor and the side garden for childminding. She co-minds with her husband 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. She 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. She 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 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 secure knowledge and understanding about how to promote the learning and development of young children. She provides challenging and interesting experiences that support children in all areas of learning. For example, children use a washing machine to wash soft toys. They place the toys in carefully before talking about the numbers on the washing machine. They turn the dial to the appropriate setting and turn the washer on independently. The childminder extends children's thinking and language by asking 'What can you see going round and round?' Children sit on the floor and wait until the water fills into the drum, pointing to the teddy and following its movements with their finger.

The environment is stimulating and engaging. Displays show children's artwork and educational posters, such as the alphabet and numbers. There are a range of freely accessible resources available for children. Children are learning about their local environment as they take part in trips to the library, walks along the local river bank and visit a soft play centre. These trips support children's learning. For example, children count vehicles whilst on outings which extends children's maths skills. 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 using the toilet for the first time are given a sticker and highly praised as the childminder claps and celebrates this milestone in their development. Children show

their independence as they wash and dry their hands.

Effective systems of observation and assessment allow the childminder to monitor and track children's development across all areas of learning. The childminder has high expectations for all children and identifies children's next steps in their development which provides accurate assessment and supports children's continued progress. She works closely with parents, completing an 'all about me' document prior to children starting so that she is aware of children's care and development needs at home. Consistent communication procedures give parents 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. All areas of the provision are regularly risk assessed and daily safety sweeps are undertaken, to ensure that the premises are safe for children. Children are made aware of safety procedures. For example, children are reminded not to place the cord of a drawstring bag around their neck during imaginative play. The childminder explains how this could hurt them and makes suggestions, such as placing the bag over their shoulder instead. 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.

Children develop a good understanding about health eating through menu choices that provide nutritious and healthy options. Children take part in trips to the local shops where they purchase ingredients to use in baking and cooking activities. The childminder shows good knowledge of introducing solid foods to young children, which supports them as they move through the weaning process. Children develop a good understanding of the importance of physical activity through planned activities indoors and outdoors. For example, children dance and use a crawling tunnel inside. Whilst outside, children go on regular walks to the local park, feed the ducks and use the large play equipment.

The childminder is a good role model and provides clear guidance for children about what is acceptable behaviour. She appreciates that children respond better to different behaviour management strategies according to their age and stage of development. For example, behaviour in younger children is celebrated through sticker reward charts whilst older children learn about positive behaviour through a traffic light system. This is a behaviour strategy that children are familiar with as it is used in the children's school. Effective settling-in procedures help children to become used to the environment and the childminder. The settling-in procedure allows children to build up time when they first start so that they feel confident being left in the childminder's sole charge and build positive relationships. Transitions are well executed due to the childminder visiting the local school with children before they begin full-time education. This is an opportunity to discuss children's learning and development needs, which supports children as they move into school.

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. She has many years of experience and using self-evaluation to review her practice and identify areas for development. For example, the childminder purchased a larger vehicle so that all children go on trips and outings together. However, current systems do not take into account the views of children and parents, which does not help her to sharply focus plans for future improvements in line with their opinions and suggestions. She works with her husband who is a co-minder and shares good practice. For example, when she attends training courses she discusses key points with her co-minder, ensuring that together, their service is consistent. Parents are complimentary about the care received. For example, they comment 'We couldn't wish for anything more, the childminder's are like family. My child loves coming and so do I'.

Children's welfare is promoted through the childminder having a secure understanding of safeguarding. She is aware of the procedures to follow should she have a safeguarding concern and undertakes regular training to refresh and update her knowledge. She monitors visitors to the setting and asks for identification at all times. The childminder monitors her 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 her to join in with their play. She works in close partnership with parents and other professionals to ensure that children's individual needs are met. Overall, the childminder creates a 'home from home' setting where children are stimulated and cared for in a welcoming environment.

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.
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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	500530
Local authority	Manchester
Inspection number	872258
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	15/06/2009

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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