

Inspection date	07/01/2013
Previous inspection date	19/05/2009

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

- The childminder has a high level of awareness of how to engage children in learning opportunities. She has a good knowledge of the Early Years Foundation Stage.
- Comprehensive observation, planning and assessment procedures are in place which supports children's individual needs as they move towards the early learning goals.
- All children are settled and are active learners. They access a range of resources, which are age appropriate and which stimulate and offer challenge.
- Appropriate bonds and secure attachments are formed through the childminder giving time and support to children. In addition, the childminder provides a positive role model and consistently praises children to develop their confidence and self-esteem.

It is not yet outstanding because

- Transition procedures are not yet fully developed to allow children's information to be shared between providers.

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 different activities throughout the inspection.
- The inspector spoke with children and the childminder at regular intervals throughout the inspection.
- The inspector observed all relevant documentation provided.

Inspector

Elisia Jane Lee

Full Report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her three children aged 13, nine and five years old in the Abbey Hey area of Manchester. She uses the living room, kitchen/diner and landing for childcare purposes. Bathroom facilities are on the first floor.

The childminder has completed basic training including first aid and child protection and updates her knowledge through ongoing professional development courses. She attends a childminder group and the local children's centre. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently three children on roll, all of whom are in the early years age group and who attend for a variety of sessions. She works all year round from 7am till 7pm 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:

- enhance communication methods and build on existing partnerships with schools to support children's transitions. This is to support children as they move between providers and ensure that they are well prepared for the next stages in their learning.

Inspection judgements

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

The childminder has a good knowledge of the Early Years Foundation Stage and uses this skilfully to support children in their learning and development. There are a range of resources which children access to develop across all areas of learning and the environment is organised well. For example, children play with jigsaws and talk about their favourite film. The childminder extends children's language by asking questions such as 'what was your favourite character' and 'what happened next in the story?'

The environment is bright and colourful, engaging children to play and make independent choices. The childminder plans activities based on children's interests and next steps in development, which then becomes a focus. Planning is extremely flexible which allows the childminder to adapt her provision depending on children's needs on any given day. Recently children celebrated Christmas; this involved children making Christmas cards, baking Christmas biscuits, attending a party at the local children's centre and visiting Father Christmas.

Children make independent choices of all resources, as they are stored in accessible cupboards and shelving units. This supports children in making decisions about their own play. For example, children independently choose to play in the role play area, and act out the scenario of making toast and tea for breakfast. There are a good range of resources to meet individual needs and age appropriate resources. For example, the childminder has designated resources for babies.

The childminder is well informed about children's learning and development through

effective systems of observation and assessment. She tracks children's progress and skilfully identifies the next steps in children's learning. This allows her to monitor children as they work towards the early learning goals. The childminder works with parents, prior to entry, to complete an 'all about me' booklet; this allows children's starting points to be ascertained on entry.

Partnerships with parents are good and the childminder works closely with parents to discuss activities that children are undertaking at home which allows a consistent approach in supporting children as they develop across the prime and specific areas of learning. Parents are asked to contribute to children's development files by undertaking observations within the home. Communication methods include daily verbal feedback, text messaging and regular update meetings to discuss children's progress. This supports parents in gaining an understanding of the learning and development of their child.

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

The childminder has a high level of awareness of children's safety which develops children's understanding of staying safe. Written risk assessments are in place which cover all aspects of the home, indoors and outdoors and whilst the children are on trips and outings. This means that children are well protected. For example, monthly fire drills are undertaken and daily safety sweeps. The childminder applies safety procedures to everyday practice. For example, she does not use shells within a sensory box due to possible risk of children breaking them during play. She uses safety equipment within the home such as safety gates and socket covers. Children are also further protected because the childminder keeps detailed records including accident, medication and attendance records.

Children develop an understanding of healthy lifestyles. Children go on regular trips to the park, playgroup, children's centre and soft play facility. This supports children's physical development and their understanding of the importance of exercise. In addition, children go on longer day trips experiencing a variety of travel options, such as the car, bus and train. Children develop an understanding of healthy eating. Menus are discussed with parents and children's likes and dislikes are taken into account when planning meals. Children take part in baking sessions, which allows children to discuss different food types and healthy options. Children visit the local supermarket and purchase ingredients for baking activities; this allows children to appreciate where food comes from and how it is cooked. Children express emotions and feelings through their play. For example, children use a mirror to look at their reflection, smiling as they recognise their own facial features. Children use a camera to take photographs of the childminder, laughing as she pulls funny face and joins in with their imaginative play.

The childminder is a positive role model and builds caring warm relationships. Children are well behaved and listen well to the childminder. This is because the childminder is calm, offering consistent praise to build children's confidence and enhance self-esteem. For example, children are praised when they have completed a puzzle, used paints effectively or have communicated their needs well.

Children are learning about their own and other cultures and beliefs because they celebrate birthdays and festivals together. A range of resources, such as dolls from different ethnicities, jigsaws, dressing up clothes and books are used to promote inclusion and equality. Children are well prepared for the next stage in their learning, as the childminder gives development files to parents and makes attempts to contact other providers. However, current communication methods are not always successful which impacts on children being comprehensively supported through times of transition.

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

The childminder gives a high priority to offering a high level of quality care to children and families. She constantly evaluates and reviews her procedures to ensure that they support improvements, by using a daily diary which documents self-evaluative notes. She undertakes professional development courses to keep abreast of changes within the Early Years Foundation Stage and shares her knowledge with others. She liaises regularly with other childminders and local authority professionals. She uses the self-evaluation form as a working document to identify priorities for change and monitor impact and takes into the account the views of parents to shape practice. For example, she works with parents to ensure that children's care routines mirror those at home which support children through developmental milestones, such as sleeping and self-care skills. Parents' comments are very complimentary. For example, 'I am very impressed with my child's progress since attending, his confidence has improved and I am very grateful'.

The childminder has a good knowledge of local safeguarding procedures which means that children are safeguarded and well protected in the setting. The childminder attends regular safeguarding training and is well informed on who to contact should she have a safeguarding concern. Safeguarding procedures are in place, which protect children. For example, unfamiliar adults collecting children have to be aware of a given password before the childminder will allow children out of her care. In addition, there is a visitor's book in use, which records visitors to the home, allowing the childminder to monitor all visitors to the house. Children are kept very safe whilst in the childminder's 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 and settled with the childminder, interacting well and inviting her to join in with their play. The childminder has strong partnerships with parents and most other professionals which support children's individual needs being well met. Overall the childminder creates a warm and friendly environment where children show confidence and enjoyment as they engage in different activities.

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	EY384863
Local authority	Manchester
Inspection number	821655
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	19/05/2009
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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