

Inspection date

Previous inspection date

08/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 fully supported to make good progress because the childminder is knowledgeable and experienced. She effectively identifies children's starting points and supports their next steps across all areas of learning.
- Children's well-being is at the heart of the childminder's practice. They form secure bonds because she understands the importance of making children feel safe and happy in her care; identifying and meeting their needs.
- Children develop a positive attitude and are motivated to learn because the childminder provides activities that match their interests and individual needs.
- The childminder provides a language rich environment which effectively develops children's communication skills.

It is not yet outstanding because

- The childminder sometimes provides early solutions to problems rather than supporting children to think for themselves. This means that opportunities for children to solve problems and think creatively are not always promoted effectively.
- There is scope to extend the current systems for self-evaluation to include parents' views, so that the impact of changes and improvements on children and families is considered.

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 to parents to gain their views.
- The inspector observed activities and children's care routines and held discussions with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, checked evidence of suitability and qualifications of the childminder and her self-evaluation notes.
- The inspector conducted a tour of the premises both indoor and outdoor.

Inspector

Catherine Garratt

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her three children aged 11, nine and six years in Withington, Greater Manchester. The whole of the ground floor is used for childminding. She visits the local shops and park on a regular basis and collects children daily from the local schools and pre-schools.

There are currently two children on roll, one of whom is in the early years age range, who attends for a variety of sessions. She operates all year round from 7am to 6.30pm, except for family holidays. The family have two small dogs, three cats, two rabbits, one guinea pig and tropical fish. They also have a budgerigar, hamster and two degus although children do not have access to these pets. The childminder has a childcare qualification at level 3 and 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 opportunities for children to solve problems in their play. Support and challenge children's thinking by getting involved in the thinking process with them; offer encouragement, use talk to clarify ideas and ask open questions
- involve parents more effectively in the self-evaluation process by using their views on the care and education provided, so that areas of change or improvement are carefully targeted at raising children's levels of achievement over time.

Inspection judgements

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

Children develop the skills they need to fully support their future learning and school readiness. This is because the childminder effectively provides activities and resources that are tailored to individual children's abilities and interests. They are active in their learning and enjoy exploring and playing, as a result, they are making good progress in their learning. The childminder watches children as they explore the environment. She is aware children are beginning to understand that objects still exist when out of sight. The childminder skilfully joins in children's play. When children hold a balloon in front of their faces the childminder joins in by peeping around the balloon. She introduces the game by saying 'I can see you' and uses positional language of 'below' and 'above' which imaginatively and playfully helps children to develop their mathematical understanding by observing objects and movement.

Children are engaged in activities because the childminder encourages them to explore objects and supports them to follow their particular interests. When children handle and investigate objects the childminder supports their language development by speaking the names of items and repeating. This everyday language skilfully helps children to develop their communication and language skills. Children enjoy looking at the tropical fish. The

childminder helps them to see the fish by holding them on her knee. She uses this interest to develop children's next step in language development as they try to say 'fish' by repeating the word slowly and clearly.

The childminder encourages children to have their own ideas. For example, children move objects that they are exploring around the provision. She supports their creativity well. For example, children take baubles to the safety gate and push them through. This shows they are experimenting with ideas and making connections in their learning. The childminder fully understands what the children are doing and why. She enhances children's experiences by providing supervision to ensure they are safe and talking about what children are doing and thinking. However, she does not always model thinking when children encounter a problem in their play and is sometimes too quick to provide a solution, rather than helping children to think of ways that the problem could be solved. For example, when a bauble becomes stuck in the gate, the childminder effectively highlights the problem, but also provides the solution by saying 'give it a push', rather than waiting for children to consider and work out some possible solutions. Nevertheless, when children do choose how to solve problems, they develop the skills needed for future learning.

The childminder works in partnership with parents and has daily discussions before and after each session. She gathers children's starting points and information on their routines on entry. She uses this information effectively to develop her planning and to prepare information for the progress check at aged two. She is aware of the need to highlight any concerns and share these with parents to identify additional needs and gaps in development.

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

The childminder makes it a priority to ensure that children are settled and happy during their time in her care. She develops relationships with children and their families in order to meet children's needs. She understands the importance to children's emotional well-being of following routines that mirror those at home. For example, she gains information from parents about how children can be comforted or settled when they become upset. This effectively supports children's emotional well-being and supports a smooth transition from home into the childminder's care. The childminder offers parents the choice to provide their children's meals, which ensures that each individual child's dietary needs are effectively met. She provides healthy snacks, such as fruit, so that children learn the benefit of a healthy lifestyle.

Children show they have developed secure bonds with the childminder as they interact during meal times. Children respond positively to the childminder as they are encouraged to feed themselves and become independent, which develops their confidence. The childminder shows she has developed a relationship and understands young children's attempts at communication. For example, when children lick their hands at the end of the meal, she understands this signals they are still hungry and offers more food. As a result, children's needs are met and they are relaxed and at ease, creating good foundations for

learning.

Children have access to a wide range of pets. The childminder teaches children how to care for animals, which extends their experience of the world around them. For example, they learn to feed and handle animals. The childminder ensures children wash their hands after touching animals, which teaches good hygiene practice. They learn about the spread of germs and how to keep themselves healthy. Children currently do not use the garden for physical activity and to extend their learning, but have opportunities on daily walks to and from school and by using the park.

There are vast amounts of resources that are clean and of good quality, which are stored in attractively coloured baskets. Children are able to self-select from this range, which promotes their independence well. A broad range of books are accessible covering fiction and non-fiction; diverse needs and different cultures. These help children to learn about differences and the wider world.

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

Although new to minding, the childminder holds a childcare qualification and has experience of working as a home child carer. She has a very good understanding of children's development and a high level of awareness of the Early Years Foundation Stage. The childminder is very clear about her responsibilities in relation to safeguarding and children's welfare. She has a good understanding of local safeguarding policies and procedures. She is well informed about the possible signs of abuse and she has detailed procedures in place to manage any concerns she may have about children in her care. She carries out comprehensive risk assessments of the premises, both indoors and outdoors, to ensure that children can move around freely and in safety.

The childminder develops good partnerships with parents, who say they feel involved in their children's learning. She provides detailed information about her provision and maintains a daily dialogue with parents about their children's progress. For example, following a period of absence the childminder asks parents about what children have been doing and any significant progress that has been made. She uses this information effectively to support children. For example, she moves the furniture around to encourage children's developing physical skills. The childminder has a positive attitude to partnership working. She links up with the local authority to gain access to training to ensure her knowledge is kept up-to-date. She develops relationships with local childcare professionals for support and to share resources, which benefits all the children.

The childminder is clear about her responsibility to monitor and assess educational programmes. She is a knowledgeable, experienced practitioner who clearly identifies and provides next steps in learning and support for children in her care, so that they reach their potential. She evaluates her practice, thinks about all aspects of her provision and

takes steps to improve her service. For example, she considers the activities she has provided for children and their responses. She adapts her provision accordingly, such as searching for new resources that link to children's interest in bells on the Christmas tree. She demonstrates her commitment to improving her practice through the plans she has in place to improve the outdoor area. These include opportunities to grow plants and an insect hotel, so that children can explore the natural world. However, she does not currently use parents' views about her provision to best effect to enhance this process, so that any future plans are carefully focused on having a big impact on children's achievements, while providing an improved service for their family.

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	EY448762
Local authority	Manchester
Inspection number	806519
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	Not applicable
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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