

Inspection date

Previous inspection date

17/01/2013

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 feel safe and secure with the childminder who provides a caring and loving environment. As a result, children are happy and settled and their emotional development and well-being is well supported.
- The childminder has a good understanding of how children learn. She provides a wide range of activities and experiences, and high levels of support, to enable children to make good progress towards the early learning goals.
- The childminder has made some good links with parents, which ensures that children's care and learning is consistent and continued within their home.

It is not yet outstanding because

- The childminder does not fully include the views of parents and children within her self-evaluation process. This impacts on how well the childminder is able to target and drive improvement to specifically reflect and accommodate their needs.
- Information regarding children's starting points in their learning is not always gained on entry. As a result the childminder is unable to use this information to enhance her planning at the start of the placement.

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 activities between the childminder and children in the lounge.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journey records, written documentation, self-evaluation and a selection of policies and children's records.

Inspector

Anne Drinkwater

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 husband, one adult child and child aged 12 years in the Blackley area of Manchester. The lounge, kitchen and bathroom facilities on the first floor are available for childminding purposes. There is an enclosed rear garden available for outdoor play. The childminder's home is close to local amenities, including parks, shops and schools.

There are currently four children on roll, one of whom is in the early years age group and three are school-age children. All attend for a variety of sessions. The childminder operates all year round, except for family holidays, 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:

- enhance the information obtained from parents when children start; find out about children's starting points in each area of learning, so that the planning of appropriate activities can be fully supported
- develop the self-evaluation procedures further and engage parents and children in contributing towards well-focused development plans.

Inspection judgements

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

The childminder provides a homely, child-centred environment and children make good progress in their learning and development. Their learning is promoted well by the childminder who has a competent understanding of all areas of learning. She provides a range of activities, both indoors and outdoors, to support all areas of children's development. This ensures that children are gaining a good range of skills in preparation and readiness for school when the time comes. The childminder plans carefully to ensure children settle happily into her setting. She has a comprehensive questionnaire for parents to complete. This helps her to find out about the child's family, routines and likes and dislikes. She uses this to provide care, which is tailored to each individual child. However, additional information regarding children's individual starting points in relation to their learning, is not always collected. This prevents the childminder from being able to plan for children's learning when they first attend.

The childminder recognises that sharing information with parents has a positive impact on children's development and learning. Parents are encouraged to share information continually about their child's progress at home. A daily diary ensures communication flows between the childminder and the parents, and children's learning records are made available for comments at any time. The childminder carries out regular, well-written and photographic, informative observations. She uses these to plan for children, clearly identifying areas in which to challenge and extend the child's current learning and development. The childminder is aware of the required progress check at age two. She

has begun to plan for these, often completing these at the weekends so that parents can be present if they wish.

The childminder uses information about what children are doing at home, in order to provide meaningful activities for them and build on their previous experiences. The childminder shares information about her activities and children's learning on a daily basis in a range of ways. For example, parents are kept up to date through face to face chats, text messages and the use of daily diaries. This means that both parents and the childminder are aware of children's changing needs and interests. The childminder is aware of how different groups of children learn and adapts activities accordingly. For example, she enables younger children to join in and 'have a go' alongside the older children. Children have access to resources that interest them and during the day benefit from one to one support and supervision.

Children freely move around the lounge and hall, choosing from the accessible toys and resources on offer. This motivates children to learn and develop their own interests. Good use has also been made of the space under the stairs where children can access additional resources including easels, chalk and sticky boards. The childminder provides activities that she knows will motivate children. For example, children explore and play for long periods of time with rice crispies, sieves, spoons, pans and bowls. The childminder supports this activity well, allowing children time to explore alone, before joining in herself. She introduces lots of new vocabulary about texture and asks open-ended questions such as 'Where shall we put that?' This encourages children to think, solve simple problems and it supports their communication and language skills well. Shopping is another favourite activity and children use the many resources available to extend their play, for example, the shopping trolley, play foods, till, play money and credit cards. This activity also builds on their mathematical knowledge and encourages their counting skills. Independence is promoted as they select play materials and enjoy praise when putting them away. Children benefit from a well-balanced routine; they take part in a variety of activities and experiences in the home as well as planned visits to places of interest.

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

Children are cared for in a welcoming, calm, child-orientated home where they are made to feel comfortable. The childminder has a good understanding of the importance of attachment and takes time to ensure the settling-in process is suited to each child's needs. For example, a quick text results in delighted children as they speak to their parents; this reassures children and their parents.

The childminder gains information from parents on the uniqueness of each child and any favourite comforters which enables her to help them settle in her care. The childminder develops good relationships with the children and develops children's sense of belonging, self-esteem and confidence. She treats them with care and respect, referring to them as 'princes and princesses'. As a result they are happy and behave well. They enjoy cuddles and the constant use of praise encourages positive behaviour. Children show they feel secure as they independently choose toys from the range displayed around the lounge and

hall.

The childminder has a gentle, caring manner and responds well to children. Children learn about safe behaviour through daily experiences. For example, the childminder makes climbing the stairs a fun activity which results in children being able to use stairs safely. In addition, regular use of the slide helps children learn the appropriate way in which to climb. Children learn the rules of keeping safe when outside in the forest and parks and take part in regular fire evacuation practices. The childminder meets children's welfare, medication and health requirements well. She obtains all required information from parents prior to children starting in her care. Children's welfare is promoted effectively as the childminder maintains a clean and comfortable family home. She has good hygiene routines in place which develop children's awareness of good personal hygiene. Children also develop a good understanding of healthy lifestyles. For example, they freely access drinking cups of water and eat healthy snacks and freshly cooked meals. The childminder encourages children's awareness of healthy options by introducing new foods which they are always ready to try.

Children have good opportunities to enjoy exercise, develop their physical skills and play in the fresh air as they enjoy playing in the childminder's garden. They also regularly visit parks, woods and play centre's to further develop their skills and confidence. The childminder ensures children have time and support to learn and master skills for the future, such as dressing skills and learning how to feed themselves. This helps to develop their confidence and gain new skills, which also supports them with the transition to pre-school or school.

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

The childminder has a good understanding of safety and the importance of close supervision to help ensure that children stay safe. The childminder regularly reviews her risk assessment records and takes positive steps to minimise hazards. For example, she ensures all visitors are recorded in the visitors' book, locks the front door at all times and keeps her home clean and well maintained. She keeps a log of fire evacuation practices and understands her responsibility to protect children. She has a clearly written safeguarding policy that she shares with parents and records any concerns, accidents and any medication given. These measures help to safeguard children.

The childminder has dedicated her time to ensuring she has a secure understanding of the requirements of registration. She uses her knowledge of the Statutory Framework for the Early Years Foundation Stage effectively to promote children's safety and welfare. She has effective written procedures in place to keep parents informed about any accidents, medication and how her setting is organised. This helps to promote consistent information sharing and care for the children. The childminder organises her documentation well to maintain confidentiality. She obtains all necessary information about children's health and medical needs and obtains written consents from parents so that she can follow their wishes.

The childminder develops positive working partnerships with parents and generally works closely with them to meet the needs of children. Parents are delighted with their children's learning records and the wealth of information they contain. They also comment on how well their children have developed in such a short time. The childminder values the importance of working with parents and sharing ideas. Although currently children do not attend other settings the childminder has a good awareness of working in partnership with them to enhance children's progress. She also understands the importance of working with other professionals where needed, in order to ensure a consistent approach to meeting children's needs.

She is positive about her role and caring for children and enjoys their company. She reflects on her practice to help ensure she supports children's good progress and plans for their individual learning needs. She also monitors the activities that she provides to ensure that they enhance and challenge children's learning. The childminder has drafted some notes to help her evaluate her practice and identify areas for self-development. However, although she has devised a questionnaire to use with parents in the future, she does not yet obtain the views and suggestions of parents and children to ensure that future targets are always well targeted. She makes use of training through her local authority to enhance her skills and knowledge. For example, she has completed a training course to enable her to communicate with parents at all levels and is planning to embark on training for a childcare qualification. In addition, she seeks information from the local authority early years team to continually improve her practice.

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	EY450239
Local authority	Manchester
Inspection number	810388
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
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.

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