

<b>Inspection date</b>	04/03/2013
Previous inspection date	26/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 good understanding and knowledge of the requirements of the Statutory Framework for 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 happy and secure and they have developed positive relationships with the childminder. As a result, they settle well and are keen to explore their surroundings.
- Children can easily select resources for themselves, which encourages them to make choices and successfully supports their confidence and independence.
- Relationships with parents are positive. Relevant information is shared daily, which actively supports children's learning and individual needs well.

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

- Opportunities to consistently maximise children's learning and development are not always fully utilised to ensure children make the best possible progress.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 taking place in the lounge and play room.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed the children's records, learning journeys and a selection of other documentation.
- The inspector spoke to parents and reviewed the self-evaluation document.

## Inspector

Kay Armstrong.

## Full Report

### Information about the setting

The childminder has been registered since 2002. She lives with her two children aged 12 and five years old, in the Burnage area of Manchester. The home is close to local schools, parks and shops. Children have access to the whole of the ground floor of the childminder's home. This comprises of the playroom, lounge and bathroom. There is a fully enclosed garden for outdoor play. The childminder is able to take and collect children from local schools and pre-schools. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder cares for children from 7.45am to 5pm, Monday to Friday, all year round except for family holidays. The childminder supports children who speak English as an additional language. The childminder gains support from the local authority.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- ensure children make the best possible progress by building up on current good practice to fully maximise their learning and development, by consistently using the information gained through observation and tracking to fully inform the planning of future activities.

## Inspection judgements

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

Children make good progress because the childminder provides a variety of stimulating activities, which supports their learning and development in all areas. The childminder has good procedures in place for observation, assessment and tracking children's progress towards the early learning goals. However, information gained through observations and tracking is not consistently used to always inform the planning of future activities. As a result, current good practice is not fully maximised to ensure children make the best possible progress in their learning and development. The observations of children's learning are well supported with photographic evidence and clearly link into the areas of learning. At present, all children are working comfortably within the typical range of development expected for their age as outlined in Development Matters in the Early Years Foundation Stage guidance. The childminder has good awareness and understanding of the need to complete the progress checks for two-year-old children, and of the importance of sharing such information with parents.

The childminder shares children's learning journeys with their parents, who are encouraged to add their own observations of children's progress and comments about their learning. This successfully keeps parents informed of their children's progress and the activities they have been involved in. Through sharing relevant information with parents they are encouraged to provide similar experiences at home to extend children's learning further. Consequently, this really helps to develop positive partnership working and children benefit from a consistent approach to their learning.

Teaching is effective because the childminder knows the children very well and spends her time playing and interacting with them. She provides a range of activities that are interesting and stimulate children's understanding of the world around them. For example, children enjoy a visit to a small farm, where they feed and stroke the animals. As a result, they are beginning to learn about nature and taking care of others. Children's communication and language skills are well supported as the childminder talks to them as they play. She listens carefully to what they say and responds to them in a positive manner. This ensures that children feel valued and know what they are saying is important to the childminder. The childminder asks simple open ended questions which help children think and reason. She encourages conversations, by talking about what they are doing. The childminder uses animated facial expressions and gestures to reinforce what she is saying. She effectively supports children who speak English as a second language, as she confidently uses key words in children's first language to aid and support their understanding. She speaks in short, simple sentences appropriate to children's age and understanding and introduces new words. This promotes their learning and helps to extend their vocabulary.

Children thoroughly enjoy exploring their environment. The wide range of good quality play materials, which include some natural resources, supports children's development in all areas. Children make choices about their play and learning because all resources are easily accessible. The positive labelling of storage containers promotes children's understanding of the written word and they learn to associate pictures with the content. This also positively encourages children to work out where things belong when tidying toys away.

Children develop a positive understanding of number during every day experiences and activities. For example, young children spontaneously use number language, repeating words, such as, 'two', 'three' and 'four' when the childminder counts their toes. Children learn to solve problems as they piece together the jigsaws and build with construction blocks. There is a good balance of adult-led and child-initiated activities and the childminder extends children's learning. For example, as children enjoy making marks on a mechanical drawing toy, which supports early writing skills, the childminder seeks out the shapes for them. Children enjoy playing imaginatively with small world resources and explore books. The childminder promotes children's dexterity as she encourages and supports them in threading pasta tubes onto string. They concentrate for a long period of time and are very proud of the necklaces they make, which fosters their confidence.

The childminder promotes children's understanding of different cultures. For example, there is a wide range of resources which reflect our diverse society and they celebrate different festivals throughout the year, such as, Chinese New Year. Children explore

various media when expressing themselves creatively; they paint, crayon and glue and the childminder displays their work in the play room which gives children a sense of belonging. Children show interest in early technology when using the interactive resources to reveal sounds and flashing lights as they press the buttons. The child-friendly, very welcoming, well-resourced learning environment and educational posters on display helps to support, consolidate and extend children's learning across all areas. Children regularly visit local toddler groups where they socialise with other children. They enjoy their regular visits and the childminder understands the importance of integrating children into the community. As a result, children are confident and supported to make smooth transitions to other settings and school.

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

Children form positive relationships with the childminder. They demonstrate that they feel safe and secure as they snuggle into the childminder for reassurance and comfort. Children are relaxed and happy as they explore the environment, knowing that the childminder is close by. Children are taught to be safe outdoors, learn about road safety and how to use the large equipment. As a result, children's safety is well promoted.

The childminder manages children's behaviour well. She is sensitive and manages minor altercations well, in a calm manner using relevant techniques. She uses praise appropriately to support children's self-esteem and confidence. Consequently, children behave well and are learning to share resources and play cooperatively. The childminder provides lots of opportunities for children to socialise with other children and adults, as they are regularly taken to toddler groups. As a result, they develop confidence, independence and the skills they need as they move on to the next stage in their learning. Children's physical development is well supported as they play outdoors in the childminder's garden. Here they are able to climb, slide and run around, which helps to develop their coordination and strength. They practise and refine their dexterity as they use a variety of tools, such as paint brushes and crayons.

Children learn about healthy lifestyles as the childminder supports them to adopt good personal hygiene routines. They are encouraged to eat home cooked, healthy meals and snacks and are becoming aware of foods which are good for them. Drinking water is readily available so children are able to quench their thirst. The childminder's home is child-friendly, warm and welcoming. An extensive range of resources are available to the children. These include toys and books which reflect positive images of diversity which helps to promote children's understanding of difference.

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

The childminder has a secure understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She regularly updates her knowledge of safeguarding children by completing training. As a result, she has clear understanding of the known signs of abuse and the procedures for reporting concerns. Consequently, children remain protected. In

addition, good risk assessments, daily checks of the premises and the use of safety equipment, effectively minimise risks to children. The childminder adopts a positive approach to maintaining the necessary documents regarding the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. This means children's care needs are effectively met and a good level of parental consent in relation to certain activities and care is obtained.

The childminder demonstrates a positive approach to self-evaluation. As a result, improvements have been made to her practice since her last inspection, which have enhanced the provision for children. All actions and recommendations raised at her last inspection have since been addressed and as a result, the requirements to promote children's learning and welfare are well embedded. The childminder continues to be reflective in her practice. She recognises gaps in her service and is able to rectify these. For example, she has developed her resources to include toys, books and posters which reflect our diverse society. These help to create an atmosphere of acceptance and help children understand about difference and develop tolerance towards others.

The childminder has established positive relationships with parents as a result of the good initiatives for sharing and communicating information. All parents receive an information pack which includes policies and procedures, therefore making parents aware of the childminder's effective practices. Information shared includes the children's likes and dislikes. The childminder also obtains information about their developmental starting points to assist in the initial planning and assessment. As a result, the childminder is able to help children settle quickly and feel secure in her care. The childminder shares information with parents on a daily basis, which promotes continuity in children's care and learning. The childminder has begun to establish good links with the schools that children will attend in the near future. She regularly takes the children to the toddler group run by the school, which enables children to become familiar with the surroundings. They are also developing relationships with children who will be attending the school at the same time as them, easing the transition into the next stage of their education.

Children's well-being is further enhanced by the childminder's good organisation. She manages daily routines effectively to accommodate the individual needs of the children attending, recognising their need for play and rest. The flexible approach and planning ensures children benefit from a good balance of child-led and adult-initiated activities that fully sustain their interest. The childminder provides a stimulating environment with lots of opportunities to learn through play.

### **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 action. 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>	EY250451
<b>Local authority</b>	Manchester
<b>Inspection number</b>	819724
<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>	5
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	26/03/2009
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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, which are usually the childminder's 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

