

Inspection date

Previous inspection date

20/05/2013

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

- The childminder is a good role model and children have formed strong attachments with her, meaning they feel secure in her care.
- The childminder interacts well with the children. She constantly talks and sings with them, which helps to extend their communication skills and vocabulary.
- The childminder uses clear and consistent strategies to manage children's behaviour positively. As a result, children are well-behaved.
- The childminder takes children on daily outings into the community where they learn first-hand about the world around them and local community.

It is not yet outstanding because

- There are some missed opportunities to extend children's learning by providing opportunities for young children to experience a wide range of sensory experiences, both indoors and outdoors.
- There is scope to improve children's learning outdoors by providing more opportunities to explore planting and growing or making marks.

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 in the childminder's home and had a tour of the premises.
- The inspector held ongoing discussions with the childminder at convenient times throughout the inspection.
- The inspector looked at some paperwork, including the policies and children's records.
- The inspector ensured the views of children were included through discussions and observations.

Inspector

Karen McWilliam

Full Report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged nine years in a house in the Blackley area of Manchester. The whole of the house, except master bedroom, is used for childminding. There is an enclosed garden for outdoor play.

The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There is currently one child on roll who is in the early years age group and attends for a variety of sessions. She operates all year round, from 8am to 6pm, Monday to Friday, except family holidays. The childminder holds a childcare qualification at level 3.

What the setting needs to do to improve further

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

- extend further materials, resources and sensory experiences to enable children to explore colour, texture and natural resources, both indoors and outdoors
- enhance children's use of the outdoors by providing opportunities to explore planting and growing or making marks.

Inspection judgements

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

Children play happily in the childminder's home. She has a secure knowledge of the learning and development requirements and how to support children's learning through effective teaching. The routine offers children a wide variety of activities and experiences with an appropriate balance of child-initiated and adult-led activities. The childminder is very enthusiastic and she demonstrates a secure knowledge and understanding of how to promote the learning and development of individual children. She plans well, ensuring the activities are flexible and follow children's interests. For example, the childminder provides a wide variety of containers and resources for children who enjoy water play. The childminder regularly assesses the progress children make and records demonstrate that

children are making good progress given their starting points. She then analyses the information from observations and assessments to inform the planning and form meaningful next steps in children's learning. The childminder communicates daily with parents and shares children's learning journeys with them at weekly meetings. This means they are well-supported and are involved in their child's learning. She also shares children's assessment records with parents, which reassures them that their children's progress is in-line with their developmental milestones or highlights any areas for support. Furthermore, she discusses activities parents can do at home to support their child's learning. They then work together, to support children to make good progress.

Children enjoy the outings the childminder provides. They have grown in confidence and in their ability to make friends with other children at the local playgroups. As a result, children form special friendships. The childminder interacts skilfully and constantly with the children, asking open-ended questions and making suggestions to extend their play. For example, she provides opportunities for children to match colours by asking them where they think the pieces should go during a game. The childminder routinely introduces mathematical language during children's play. For example, they count the steps as they walk upstairs together. The childminder talks about weight as they carry and fill the watering can, which introduces them to concepts, such as heavy and light. As a result, young children repeat numbers up to three. The childminder provides young children with some opportunities to explore using their senses. For example, children paint their hands and make pictures. However, the childminder does not routinely provide children with a wide range of sensory materials and resources. Therefore, there are some missed opportunities for young children to explore colour, texture and space.

The childminder uses good techniques to support and challenge children to develop good communication skills. She constantly talks and sings to children. As a result, children are keen to communicate by babbling and attempting new words. Regular story sessions and trips to the library further support children to develop their language and communication skills.

The childminder ensures children have good opportunities to explore technology. She provides lots of electronic toys, such as first laptops. As a result, children learn to operate toys with flaps, buttons and simple mechanisms. Regular visits to local places of interest, such as the shops give children opportunities to meet people in the community and learn about the world around them. The childminder ensures children take part in a variety of festivals, such as, Chinese New Year and Easter. As a result, children develop an understanding of the diversity of the world in which they live.

Children are happy and engage well in the activities available and they are encouraged to be independent learners. Children develop good physical skills as they access a good range of tools and resources, such as, play dough and paint brushes. Outdoors they play with wheeled toys and climbing equipment and have space to run. However, the outdoors is not used as effectively as the indoors to promote children's learning and development. For example, there are few opportunities for children to explore planting and growing or making marks. Planned outings to the local parks, where children access the large play equipment further support children to develop good physical skills. These activities help

children gain good skills for their future learning.

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

Children are very happy and confident in the childminder's home. This is because the childminder ensures children have a smooth transition into her care by implementing individualised settling-in procedures. Parents are encouraged to share their children's daily routines with the childminder at the start of a placement. This helps to ensure she meets children's individual needs effectively to support their home life. Children interact positively with adults and are confident around visitors. Therefore, are well-supported to establish and maintain relationships. The childminder encourages children to develop an awareness of how to keep themselves safe through a wide range of planned and spontaneous activities. For example, children learn about road safety whilst out and about and they take part in regular fire drills. Daily checks of the environment ensure it is safe for children to play and explore in.

There is a good range of well-maintained, age-appropriate and accessible resources for children to play with. Children develop their independence as they make choices about what activities they want to engage in. The childminder is a good role model for children. She offers lots of praise and clear and consistent boundaries followed by explanations. These encourage children to think about the consequences of their actions and support young children as they learn the behaviour expectations of the setting. As a result, children are well-behaved. Children are very friendly and sociable with visitors. They engage them in their play and by offering them toys to play with.

The childminder effectively supports children's understanding of keeping healthy. She ensures they access fresh air daily and ensures meals and snacks are well-balanced. In addition, she ensures children have plenty of fruit to snack on throughout the day. Water is always available for children to drink when they are thirsty. To further support children to develop healthy lifestyles she implements a good range of hygiene procedures. As a result, children wash their hands without prompting and play and explore in an extremely clean environment.

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

The childminder has a good understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. She has a secure understanding of her responsibility to safeguard the children in her care. She has a written safeguarding policy and demonstrates a good knowledge of the procedure she would follow if she had concerns about a child in her care. She discusses her policies with parents during initial visits. This ensures parents are aware of how the setting operates from the outset.

Self-evaluation is used well to drive improvements. The childminder has accessed all the necessary training, such as, first aid and food hygiene. To ensure she keeps her

knowledge of the Statutory Framework for the Early Years Foundation Stage up-to-date, she liaises with other childminders and uses other media, such as the internet. The childminder ensures the views of parents and children are valued and taken into account by regular discussions and observations. She monitors the educational programme and uses 'Development Matters in the Early Years Foundation Stage' as guidance regarding children's development, when observing and planning to help them onto the next stage of learning. She successfully identifies any gaps in learning or children's interests and plans accordingly.

The childminder works closely with parents. She ensures parents attend weekly meetings where they discuss their child's achievements and any concerns. As a result, parents have the confidence to leave their child within her care and discuss any concerns they have knowing she will support them. For example, the childminder supports parents with weaning and routines. The childminder has a good understanding of the advantage of liaising with local schools to support children's transition when the time arrives for them to move on to their next stage of learning. This gives teachers the ability to meet individual children's needs and ensures there is continuity in their learning.

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

Unique reference number	EY456201
Local authority	Manchester
Inspection number	894065
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
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, 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.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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