

Inspection date	14/05/2013
Previous inspection date	13/11/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 and childminder share a warm and affectionate relationship helping children to secure attachments, for the benefit of their feeling of safety and contentment.
- The childminder has a good understanding about how young children learn, enabling her to promote children's learning through fun and exciting activities.
- A welcoming and supportive environment enables children to explore and make decisions about their play.
- Children are very safe with the childminder because she has a strong understanding about safeguarding issues and fulfils her responsibilities in meeting the welfare requirements.

It is not yet outstanding because

- There is scope to improve the already good support for children who speak English as an additional language in order to support their language development at home.

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 had discussions with the childminder during the inspection.
- The inspector sampled a range of documentation including parents' views of the provision.
- The inspector observed children during play and observed the childminder's interaction with them.

Inspector

Jan Healy

Full Report

Information about the setting

The childminder was registered in 2002. She lives with her three children aged 14, 10 and seven years. The family live in the Woodhouse Park area of Manchester, close to local schools, playgroups, shops and a park. Children have access to the whole of the ground floor. Toilet facilities are available on the first floor. There are fully enclosed areas at the front and rear of the property for outdoor play. The family have a pet rabbit. The childminder cares for children on weekdays from 7.30am to 6pm for 45 weeks of the year.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are three children on roll, all of whom are in the early years age group. The childminder cares for children who speak English as an additional language. She 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:

- extend the already good support for children whose first language is not English, for example, by giving even greater value to communication offered in the home language and by displaying lists of words from child's first language.

Inspection judgements

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

The childminder provides a warm and welcoming environment, making for a supportive provision where children explore and make decisions about their play. For example, they are highly motivated in deciding for themselves about the activities they wish to take part in, such as making handprints by using paint in a variety of colours. They are encouraged to investigate the outdoor play area, which they do so with enthusiasm, while they further their physical skills when climbing on the apparatus. The childminder motivates children in persevering with a task, such as learning to make use of scissors. Children enjoy listening to stories read by the childminder, snuggling up to her and participating whilst joining in with repetitive refrains. The childminder furthers children's vocabulary by introducing new words and explaining the meaning in language that is easily understood.

Mealtimes are sociable occasions, when children sit together and chat about events that are important to them. They are learning to eat using a knife and fork and are swiftly learning about table manners, due to the childminder being a positive role model. Children enjoy weighing and measuring ingredients when making biscuits and delight in decorating them with pictures and patterns of their choice. They are learning to problem solve when

playing skittles, as they arrange them carefully and persevere when they fall down, re-arranging them and trying again. They show delight when the ball hits the skittles and proudly look for praise, which they receive from the childminder. Children are learning about numbers and join in with counting songs and rhymes. Such a wide educational programme helps children reach expected levels of development while having fun. This supports children to acquire the skills which help them to become ready for their next stage in their learning and the transition to school.

The childminder works closely with parents, who become involved with their children's learning from the outset. The childminder encourages parents to share what they know about their child to enable her to provide for their individual needs. This leads to the children feeling secure and they settle swiftly. The childminder and parents discuss children's stage of development and how through play, they will further their learning both within the setting and at home. The childminder makes regular observations of children during play, that are used to successfully plan a wide range of exciting activities that stimulate children's interest. Important achievements are recorded, such as, when babies take their first steps, which are shared and celebrated with parents. Children's progress is regularly assessed, enabling the childminder to clearly identify next steps in children's learning.

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

The childminder knows the children in her care very well and develops a positive, affectionate and caring relationship with the children. Therefore, children form a secure emotional attachment. She respects children's learning style, for example, that one particularly enjoys learning when outside. She is fully aware of the tell-tale signs when children are feeling tired and holds them gently until they fall asleep. The childminder carefully considers the organisation of the learning environment, making good use of a conservatory and playroom, where the majority of play takes place. However, children also have use of a lounge, dining area and well-equipped outdoor play area. As children become mobile, the childminder provides more challenging resources that encourage them to stand and to take their first steps. A wide range of resources are readily available that are stored within children's reach, enabling them to choose items of their choice without adult intervention. There is a broad range of resources that reflect diversity, including disability, age and gender. However, the childminder does not fully value and incorporate children's home languages within their play. For example, she does not display words in children's first language, or confidently accept and praise words and phrases in the child's home language, saying English alternatives and encouraging their use. Photographs effectively remind the children of the important people in their lives, which helps them feel secure. Children proudly show visitors photographs of the many activities they happily engage in, such as picnics in the garden and the planting of sunflowers.

The childminder has high expectations of the children, who behave extremely well and are aware of the 'golden rules', such as taking turns and helping each other. They play cooperatively and use their imagination when dressing-up in costumes and pretending to be characters of their choice. They are actively involved in a range of first hand

experiences and therefore, do not become bored or disinterested. For example, they delight in telling visitors about how they watched chicks struggle out of their egg shell before becoming soft and fluffy.

The childminder takes appropriate measures to protect children, for example, the family pet rabbit is up-to-date with vaccinations. The rabbit has a separate area in the garden that children cannot access without adult help, which helps to protect them further. The children are taught about the importance of maintaining their own personal hygiene, as the childminder is a good role model. She encourages them to wash their hands before participating in baking activities and after playing in the garden. Children enjoy eating healthy food that is freshly prepared and cooked on the premises, such as, pasta with sauce, which meet children's special dietary requirements well. The childminder takes the opportunity to teach children about the importance of leading a healthy lifestyle and they chat about the benefit of exercise. Fresh drinking water is readily available and is within easy reach, which helps to prevent dehydration.

Regular visits to the local park enable children to make full use of static apparatus, where they further their physical skills. They play with their friends, pushing each other on the swings and roundabout. They enjoy the fresh air and collect twigs and leaves, which they use upon their return to create a collage. Children are supervised well and are taught to remain safe when on outings, such as thinking about road safety. When indoors, children are reminded to put their toys away after play. This helps them to become aware of their own safety by preventing trips and falls.

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

The childminder fulfils her responsibility in meeting the learning and development requirements of the Early Years Foundation Stage. The childminder cares for the appropriate number of children at all times for the benefit of their welfare. She provides a secure environment, where children are free to explore in safety. The front door remains locked when children are present and the childminder keeps keys on her personally in case of emergency. Comprehensive risk assessments help to enable to eliminate hazards, which the childminder completes for indoors and all trips and outings children attend. She carefully monitors the outdoor play area during adverse weather conditions to ensure there are no new risks to children. The childminder has a strong knowledge and understanding about how young children learn and so she plans a wide range of play opportunities that challenge their thinking.

The childminder has a strong understanding about safeguarding issues and fulfils her responsibilities in meeting welfare requirements. Consequently, children are protected well. She is confidently able to follow appropriate local procedures should a concern arise about a child. She has accurate knowledge of the safeguarding requirements to improve outcomes for children, which is observed through the effective implementation of policies and procedures.

The childminder has a strong partnership with parents and seeks their views, for example,

in deciding how children will learn about traditions and festivals. This includes Halloween, when children design and create a witches hat. On the occasion of Remembrance Sunday, children learn about the significance of the poppy. Children also learn about Chinese New Year, Christmas and Easter. All of these activities help to promote mutual respect and encourages children to value each other. Parents make positive comments especially with regard to the learning journals, which they find very informative. They report that their child 'has come on leaps and bounds'. They have 'developed into a very sociable child' and 'home is always welcoming, clean and well-organised'. The childminder acknowledges the need to work in partnership and share information with other early years settings and health professionals should the need arise.

The childminder has identified appropriate priorities to improve the service she provides through a successful method of self-evaluation that also takes into account the views of children and parents. For example, she has furthered children's understanding of healthy living by encouraging children to cultivate vegetables, such as carrots, tomatoes, onions and peppers. Children delight in tasting the foods they grow during snack. She is committed in making continuous improvements and seeks appropriate training to further her knowledge and understanding about early years. The recommendation made at the previous inspection has been successfully tackled. This now results in the childminder and parents sharing information about how to further children's learning at home. A communication book to keep each other up-to-date about children's interests, which are incorporated within their 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

Unique reference number	503117
Local authority	Manchester
Inspection number	913051
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	13/11/2012
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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