

Inspection date	17/06/2013
Previous inspection date	06/10/2009

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 feel safe and secure with the childminder who provides a safe, caring and loving environment, which successfully supports their emotional development and well-being.
- The childminder understands how children learn. She supports all children to make good progress through child-initiated and structured activities. The accessible resources are developed to meet individual children's interests and keep them motivated.
- Children benefit from a healthy diet and well-established routines that promote their confidence and understanding of how to support their health and self-care.

It is not yet outstanding because

- Parents are not sufficiently encouraged to share information about their children's learning and development so that the childminder is able to work with them to ensure that children's learning is consolidated and extended effectively.

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 children at play and activities in the playroom and garden.
- The inspector looked at children's learning records, planning documentation and a range of other documentation.
- The inspector carried out a joint observation with the childminder.

Inspector

Anne Drinkwater

Full Report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged four and 10 years in the Urmston area of Manchester. The whole of the ground floor of the house, which consists of a hallway, front playroom, kitchen/diner and a ground floor toilet are used for childminding. There is a secure rear garden for outside play.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and parks on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, five of whom are in the early years age group and attend for a variety of sessions. She operates Monday to Friday, 8am to 6pm, all year round.

What the setting needs to do to improve further

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

- find further ways of encouraging all parents to consistently share information in relation to their children's learning at home, to inform planning for their children's learning at the setting.

Inspection judgements

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

Children are very happy within the childminder's care and benefit from an interesting range of play and learning experiences, which are accessible, well organised and thoughtfully planned. The childminder provides an environment that is conducive to children's learning. She uses a good range of resources and arranges these around the downstairs of her home, using all areas. As a result, children can explore their environment to find toys and activities that meet their individual interests. The children are able to use some books that show different family backgrounds, and make regular trips to the local community to develop their knowledge of the world. The childminder is skilful at using her observations to assess accurately what the children can do, and what they can learn next. As a result, children progress consistently well across the areas of learning. Children are able to access the outdoor garden areas directly from the kitchen; all weather play suits enable them to play outdoors regularly. A selection of bikes, buggies and wheeled toys is provided to encourage their physical development and water and chalks are also available.

The childminder establishes what children can do when they first start through discussion with parents. The childminder welcomes parents' contributions to the informative learning journals or daily diaries. However, parents do not consistently comment on the information about their child's achievements, the childminder's planning or what they are doing at home, in order to promote a shared approach to children's learning. The childminder has completed the progress check for each child age two. She ensures her records of children's individual achievements concentrate on the areas that are relevant to this check.

Children show strong concentration skills as they enjoy their time with the childminder. She provides a good range of resources to meet their interests. For example, children choose to spend most of their time outside in the garden in the water play stand. This is made more exciting as the childminder has added a water wheel, sand and shells, which provide a good talking point. This also gives the children the opportunity to share and be kind to children who are new to the setting. As a result, these children are beginning to settle and adapt to their new routines as they are encouraged by others to help and join in the activity. Children benefit from the time and attention the childminder devotes to their care and learning, as she participates in the activities, supporting their communication and language successfully.

For instance, during a joint observation, children learn about cause and effect, when playing with the water, pouring and turning taps to allow water to escape and the effect it has on the water wheel. They extend their language as they talk about what they did at Sunday school, talk jungle animals and the noises they make, and this also supports their vocabulary as they listen and watch the childminder. Children have good opportunities to develop their physical skills in the garden and outside in the community, for example, through visits to the local parks and soft play centres.

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

The childminder's home is warm, welcoming and child friendly. Children are clearly comfortable and at ease here, which helps them settle quickly. This is because the childminder makes children's well-being her priority. She values children as individuals and promotes their self-esteem and confidence effectively. All children have easy access to a wide range of age-appropriate toys and resources. The childminder encourages children to be independent and to have a go at different experiences. For example, younger children collect plates and forks for their snack and help to tidy away excess toys to allow for another of their chosen activities.

Children's dietary needs are fully recognised and met in consultation with parents. Children enjoy a range of fresh fruit and vegetable choices for their snacks. The childminder teaches children about which foods are good for them. She offers water or milk and encourages children to drink regularly. The childminder implements good hygiene procedures and she protects children against cross-infection when washing and drying hands.

Children make a positive contribution and feel safe in the childminder's home. This is because the childminder has developed caring relationships with them. The childminder is calm and consistent in her approach in managing children's behaviour. She respectfully talks with children to develop their understanding of right and wrong and encourages children to take turns and share toys. Children are starting to use their good manners, as they are encouraged by the childminder to say 'please', 'thank you' and this is 'good team work'. This supports children in feeling confident and helps children prepare for transitions in their life, such as going to pre-school or school.

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

This inspection took place following concerns being raised about the alleged use of an assistant not being known to Ofsted. The childminder stated she has never used an assistant in a childminding capacity, she has a good understanding of the criteria to ensure all assistants are suitable and fit to work with children and would inform Ofsted of her intention to use an assistant.

The childminder has a good understanding of the importance of keeping children safe and the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. A written policy is available and informs parents of her responsibility to act on any concerns about the children in her care, her procedure if any allegations are made and information on the use of mobile phones and cameras. The childminder fully promotes children's safety both in the home and when out on walks or trips. She conducts comprehensive risk assessments for the home and outings to minimise hazards, so children can play safely. The childminder uses self-evaluation effectively to highlight her strengths and areas to improve. She uses this to monitor the development of her practice. In addition, she has embarked on a safeguarding and welfare audit with the early years team to ensure she is protecting children at all times.

The childminder continues to develop her knowledge and skills to promote better outcomes for children. She demonstrates that she is willing to extend her knowledge, updating her skills when necessary and by attending courses in the future. The childminder is very aware of the need to work in partnership with others, for example, when a child starts to attend other early years settings she consults with the key persons or teachers to gain useful information to extend the child's learning. This enables consistency of care and learning, supporting children in making good progress.

The childminder is very caring and works closely with the children and their families. Parents are provided with a wealth of information through her policies and procedures, children's learning journeys, daily communication boards and books and her website. They comment positively, through questionnaires, that they are very happy with the care that their children receive because they are confident in the childminder's ability. The childminder has a secure understanding of her role and responsibilities in relation to delivering the learning and development requirements. She uses her good understanding about child development to provide activities to keep children stimulated and interested.

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	EY391563
Local authority	Trafford
Inspection number	923447
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	06/10/2009
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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