

Inspection date	18/06/2013
Previous inspection date	17/03/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children have exemplary support to develop their literacy and communication skills because of excellent teaching from the childminder. As a result, they make strides in their learning.
- The childminder has a superb knowledge of how children learn and very successfully moves children forward in their learning. This is because she knows when it is appropriate to intervene and when to sit back and allow children to take the lead.
- Children feel an exceptional sense of belonging and build very close attachments with the childminder. This very successfully ensures that they are settled and very happy.
- Highly effective strategies to involve parents in their children's learning at home mean that children make excellent progress towards the early learning goals.
- Children settle quickly in to school because the childminder prepares for transitions far in advance and she supports children's literacy and mathematics skills exceptionally well so they are ready for school.
- Leadership is very strong and accounts for the high quality provision provided. The childminder is very well organised and she has an excellent knowledge of how to meet the requirements of the Statutory framework for the Early Years Foundation Stage.

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 in the playroom and outdoor area.
- The inspector spoke to the childminder and her co-childminder at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder and observed children playing with water, a sand activity and a counting activity in the outdoor area.
- The inspector looked through children's observation files, checked evidence of suitability and qualifications of the childminder, and a selection of children's records and policies.
- The inspector took account of the views of one parent who was interviewed on the day.

Inspector

Emily Wheeldon

Full Report

Information about the setting

The childminder was registered in 1994 and lives with her partner and three adult children in a house in Crossacres in the area of Manchester. She works with her daughter who is an independent childminder. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The whole of the ground floor and playroom with toilet facilities is used for childminding purposes. There are two secure gardens available for outdoor play to the front and rear of the house.

There are currently eleven children on roll, nine of whom are in the early years age group and attend for a variety of sessions. The childminder also minds children aged over five years to 11 years. She is open every day except for family holidays throughout the year from 7.45am to 5.30pm. She supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- promote children's independence further by involving children in preparing and serving their own food and drinks at snack times.

Inspection judgements

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

Children make rapid progress because the childminder has high expectations and excellent teaching is rooted in her practice. The childminder knows exactly where children are up to in terms of their age and stage of development. She closely monitors and observes children's learning and maintains a rigorous record of observations which inform her of their next steps. Planning of activities is very accurately matched to children's needs and interests so children are highly enthusiastic and engaged.

The childminder moves children forward in their learning extremely effectively by allowing them to take their own initiative and have their own ideas. For example, children point to pictures of different fruit and describe their appearance and say which ones they like the best. The childminder then suggests making fruit juice as an activity and children quickly add their own ideas. They say, 'We can make lots of different kinds of juices, like apple and orange. Let's write a list of things we need'. The childminder seizes the opportunity to model writing for a purpose and expertly demonstrates how to write words in a list. She does not dominate the activity and allows children the freedom to experiment with writing

independently. Children observe and take note and attempt to write words, such as 'apple' and 'orange'. They relish the opportunity to write their names and demonstrate excellent control holding a pencil to form letters which are consistent in size. Children are used to sounding out letters of the alphabet and very confidently use strategies to support their literacy skills. For example, as they are writing letters in their name they say, 'G, this is how you write it'. They rehearse tracing the letter in the air with their fingers before applying the pencil to paper.

Mathematical concepts are very well embedded in many activities so children develop an excellent understanding of size, shape, capacity and number. For instance, children are encouraged to use language, such as 'full' and 'empty', 'more' and 'less' to describe quantities. Children are critical thinkers and calculate how much sand they need to fill a container. They count up to ten objects, such as pictures of flower pots in books and match numeral cards to numbers on bikes outside. Pre-school children and toddlers take on responsibilities to water plants they have grown in the garden and know that plants need water to grow. They independently fill up watering cans using a hose and say to one another, 'I need some more.' This means children have high levels of independence and demonstrate very good physical control with their hands as they hold the watering can to collect water.

Children demonstrate outstanding communication and language skills because the childminder introduces key vocabulary from an early age. She also gently encourages children by offering praise when they attempt to vocalise their needs. The childminder has an excellent knowledge of the individual needs of children and respects the fact that every child is unique. For example, she reassures children who are nervous about different environmental sounds they can hear in the garden. She quickly reassures them by picking them up to see a man cutting his lawn with a lawn mower. She says, 'See that was the noise you could hear. It's just a lawn mower and it makes a loud noise'. Children soon relax and feel reassured.

An extremely wide range of very imaginative creative activities are enjoyed by children in a number of ways. For example, they select small puppets from a box and sing the appropriate nursery rhyme to match the puppet. Songs about spiders and a dolly who was sick are sung with gusto when children pull out a toy spider and a doll, for example. Children engage in role-play and enjoy pretending to be doctors and builders. The childminder gives children excellent opportunities to learn about simple programs on computers and programmable toys from a very early age. For example, toddlers and pre-school children expertly use laptops and torches and know how to operate them. Babies happily explore a very varied range of different materials using all the senses as appropriate. For example, they are enthralled as they handle objects in treasure baskets, trying to make sense of what each object does.

The childminder is very experienced and passionate about meeting the individual needs of children. For example, excellent provision is in place to support children with special educational needs and/or disabilities. The childminder adapts the environment to support children who require support with their physical development. Consequently, children are not made to feel different and are very successfully integrated with their peers. The childminder sensitively shares information about children's progress with parents and

listens to their views and implements adjustments accordingly. She has excellent links with outside agencies which further promotes outstanding continuity of care.

Partnerships with parents are superb and parents are extremely complimentary about the high quality care provided. For example, they comment about their impressions on their first visit. They say, 'I visited at least five different childminders but this one was different. I just knew it felt right. The children were relaxed and were playing. There was a lovely atmosphere'. Parents receive regular summary reports, such as the progress check for children aged two and are updated on a daily basis by the childminder. Parents are heavily involved in children's learning as the childminder shares information about her planning from the display with them. She also sends activities home, such as giving children wooden letters in envelopes so they can practise spelling their names. Such examples of excellent practice with parents mean that children make rapid progress in their learning and are exceptionally well prepared for school.

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

Children feel exceptionally safe and emotionally secure in this welcoming and inclusive setting. When children are new to the setting, the childminder expertly supports them through the transitional process. For example, she quickly builds up close relationships with them by spending time on a one-to-one basis. She is caring towards them and organises activities in line with their interests so they are motivated to learn. Children warm to the childminder and trust is quickly gained. For example, when children say they are missing a parent and feeling upset, the childminder acts upon this. She reassures children by ringing their parents. She then says to the children, 'Mummy is busy doing the shopping and she will get in her car and will be back soon to come and pick you up.' The childminder then gives them a hug and children feel relaxed and reassured before playing in activities again. Excellent partnerships are established from the beginning when the childminder asks parents about their child's interests and needs. This is so the childminder can mirror home routines in her setting so there is very good continuity of care.

Pre-school children demonstrate extremely high levels of independence and are keen to take on responsibilities so they are ready for school. For example, they carry small chairs to the table for snack time; help themselves to table mats and set cups on the table. All children behave very well. They cooperate well together as a group and support one another in games. They are fully aware of the boundaries and demonstrate an outstanding awareness of keeping themselves safe. For instance, they know that when the childminder blows the whistle, they must line up by the gate in case of a fire.

Children play in a highly stimulating environment inside and outdoors. Areas of learning are clearly defined and resources are rich and easily accessible. This means children can be independent in their learning and make their own choices in their play. Children have an excellent understanding about healthy lifestyles. For example, they automatically squirt antibacterial gel on their hands after handling sand in the sand pit without prompts. They name a wide variety of fruits and know that they keep them fit and strong. The childminder prepares home-cooked meals which meet children's dietary needs. She is

considering ways to involve children in preparing snacks and be more independent in serving own food and drinks. The childminder uses her space flexibly to ensure all children have enough space to run about and move in different ways. For example, she makes excellent use of a large grassy area to the front of the house for children to practise riding bikes. The children also visit a vast range of parks in the local area on a regular basis so they engage in rigorous physical exercise. Such positive experiences in the outdoors are necessary for healthy living and emotional well-being.

Transitions to school are carefully organised so they are smooth and children settle quickly. For example, the childminder asks parents about which school they would prefer their child to go to so arrangements are put in place. For instance, she ensures she takes children to playgroups which are attached to the preferred school. This means that children in her care can form friendships with other children in the playgroup so they know each other before the school term begins.

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

Very high regard is given to the safety of children. The childminder has an excellent knowledge and understanding of signs and symptoms of abuse. She knows who to contact should she have concerns about a child's welfare and has contact details of relevant agencies close to hand. Children are exceptionally well cared for and safe because the childminder is vigilant and supervises them at all times. She closely monitors children who are sleeping and ensures other children do not disturb them. For example, she organises quiet games, such as reading or painting activities for children who are awake, while monitoring sleeping children. Rigorous safety checks are carried out on equipment on a daily basis to ensure there are no hazards to children. Toys are cleaned on a regular basis with antibacterial wipes so there is no risk of cross-infection. Careful attention is given to keeping children safe on outings. For example, children wear high visibility jackets and the childminder takes a checklist of items she needs in case of an emergency. Documentation, such as accident and medical records are meticulously in place and meet the welfare requirements in the Statutory framework for the Early Years Foundation Stage. The childminder works with a registered co-childminder and together they run a highly professional and well-run service.

The childminder has a superb overview of children's needs because her observation and assessment systems are highly effective in informing her planning. As a result, the activities she organises meet the needs of children and move them forward in their learning. Monitoring of the areas of learning is excellent and the childminder is highly experienced in working with young children. She has an excellent knowledge of the different milestones children meet according to their age and stage of development. Assessments very clearly show children making rapid progress and any identified gaps in learning are closing.

The childminder is continually looking at ways to develop her practice and is passionate about delivering a high quality service. She regularly attends childminder network meetings and shares ideas with other local childminders. She seeks the views of parents

and children in order to drive improvement and meet their needs. For instance, she gathers views via questionnaires and daily discussions. She has met her previous recommendations from her last inspection. For example, her observations are more detailed and are linked to the seven areas of learning. This means she can monitor the educational programmes more closely to ensure they are robustly covered in sufficient depth and breadth.

Partnerships with parents are excellent. They are kept informed about their child's progress on a daily basis via discussions and in diaries. Very effective methods to inform parents about the Early Years Foundation Stage include a wall display and planning. For example, photographs of children carrying out activities are displayed under seven headings which are the seven areas of learning. The childminder regularly refers to her planning and photographs on this display with parents. Consequently, parents have a very good understanding about what the Early Years foundation Stage is all about. Partnerships with schools and outside agencies are firmly embedded and mean that all children receive excellent continuity of care. The childminder does this by asking the children about what they are learning in school, such as the planets and space. She then plans activities in her provision in line with topics in school, for example, children make space ships.

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	500433
Local authority	Manchester
Inspection number	922293
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	17/03/2009
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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