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| Inspection date | 15/07/2013 |
| Previous inspection date | 23/03/2009 |

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|----------------------------------------------------------------------------------------|-------------------------|---|
| 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

- The childminder has a good understanding of how children learn. As a result, they make good progress across the seven areas of learning.
- The childminder interacts well with the children. She constantly talks with them which helps to extend their communication skills and vocabulary.
- The childminder is a good role model and children have formed strong attachments with her, meaning they feel secure in her care.
- The childminder takes children on daily outings where they learn first hand about the world around them and the local community.

It is not yet outstanding because

- Tools to make marks are not readily available because the childminder keeps them in a locked cupboard. This does not always maximise opportunities for children to be independent learners and to build on their very good learning.

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 and her student 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 parents were included through discussions and observations.

Inspector

Karen McWilliam

Full Report

Information about the setting

The childminder was registered in 2008 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 five and one years in a house in East Didsbury. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding. The family has two cats and a guinea pig as pets.

The childminder attends a toddler group 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 are currently eight children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder works alongside an assistant; they are both qualified to level 3 in childcare. She also offers placements and apprentice opportunities to students. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- extend opportunities for children to develop their independence by ensuring all resources are accessible, including a wide range of media for children to be creative and make 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. The childminder and the student work well together engaging and supporting children. For example, while the childminder prepares the children's lunch the student sits with the children and reads them a story. 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 and skilfully interacts with children, ensuring the activities are flexible and follow their interests. For example, the children delight when a spider is spotted crawling on the

floor. Together they discuss where the spider is going and how many legs it has. The childminder asks lots of open-ended questions, such as what do spiders make and what do they catch. As a result, she extends the children's learning while they talk about webs and flies. As the children really engage with this activity the childminder tunes in to their interest and gives them each a magnifying glass so they can investigate it further. Once the spider has gone back to its 'mummy', they all snuggle in together to read a story about spiders. This in turn gives the children the motivation to persevere with their learning.

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 they have constant access to a wealth of information regarding their child's time at the childminders and their learning and development, via a secure website. For example, each day the childminder, her student or assistant upload photographs, observations and assessments of the children across the seven areas of learning. Parents can log on using their personal identification number and read their child's file and leave comments or messages. For example, parents inform the childminder that they would like to start toilet training their child. This means they can be involved in their child's learning. In addition, the childminder has completed the 'progress check at age two', where required and ensures parents receive a copy. This reassures them that their children's progress is in line with their developmental milestones or highlights any areas for support.

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 toddler groups and they take part in the activities that are offered. As a result, this complements their learning within the childminder's home well. Children's imaginative skills are effectively promoted. For example, they enjoy making mud pies in the outdoor kitchen and they recall and talk about past events, such as holidays, while they connect bricks to build an airport. The childminder routinely introduces mathematical language into the children's play. For example, children learn about size and shapes as they make a flower. Consequently, children make good progress in their mathematical development. The childminder provides young children with good opportunities to explore using their senses. For example, children make collages using flowers, they explore the natural resources in the treasure basket and they play and explore with a wide range of textures, including pasta and gloop.

Children are active talkers who are keen to communicate. The childminder uses good techniques to support and challenge children to develop good communication skills. She constantly talks to children and involves them in lots of activities that build on their skills, including flash cards and making 'silly sentences'. 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, including robots, cameras and a laptop. As a result, children learn to operate toys with 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, including 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 their physical skills as they access a good range of tools and resources, such as play dough and paint brushes. However, tools to make marks are not always accessible to children because the childminder keeps them in a locked cupboard. Therefore, she does not always maximise opportunities for children to be fully independent in the development of their physical and literacy skills. Children have access to a good range of activities outdoors. They dig in the sand and mud, play with the water and develop strong muscles as they use the climbing equipment and have space to run. 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 in to 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. Children interact positively with adults and other children. Therefore, they are well supported to establish and maintain relationships. The childminder encourages children to develop an awareness of how to keep themselves safe through a good range of planned and spontaneous activities. For example, children learn about road safety through a wide range of activities, including painting traffic lights and practising crossing the 'road' during role play. In addition, they take part in regular fire drills. Therefore, children know how to react in an emergency, such as a fire. 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 safe resources for children to play with. Although, not all are easily accessible. 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. This encourages children to think about the consequences of their actions and supports young children as they learn the behavioural expectations in the setting. As a result, children are well behaved.

The childminder effectively supports children's health. She ensures they access fresh air daily and ensures meals and snacks are well balanced. For example, children enjoy scrambled eggs on wholemeal toast with cucumber and tomatoes. 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 before meal times and play and explore in a clean environment.

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.

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. All parents read and have constant access to her policies from the start of their child's placement. This ensures parents are aware of how the setting operates from the outset. The childminder has implemented robust recruitment procedures. This means that all adults caring for the children on the childminder's premises are well vetted and suitable to do so.

Self-evaluation is used well to drive improvements. The childminder has accessed all the necessary training, such as first aid and child protection. She ensures the views of parents and children are valued and taken in to account by regular discussions, questionnaires and observations. She regularly monitors the quality of the educational programmes and evaluates their impact on the children's learning and development, she also differentiates activities, where required. This ensures that activities and experiences meet all children's needs, regardless of their age and stage of development. The childminder monitors the performance of her assistant and students by completing regular appraisals. As a result, she tackles any under performance and identifies any training and support needs.

The childminder works closely with parents and they are extremely complimentary of the service she provides. Comments include, 'she is absolutely brilliant', that they have 'never had any concerns' and that they 'know exactly where their child is up to in their learning'. 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. The childminder also works very effectively with other early years providers. For example, she liaises with other settings that her minded children attend regarding their 'progress check at age two'. This means they work together to support children. In addition, she invites the staff and children from the local playgroup to join in with planned events, such as the road safety activities. This ensures children receive a consistent and complementary approach to their care and 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

| | |
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| Unique reference number | EY380771 |
| Local authority | Manchester |
| Inspection number | 922834 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 4 |
| Number of children on roll | 8 |
| Name of provider | |
| Date of previous inspection | 23/03/2009 |
| 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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