

## Inspection date

Previous inspection date

20/08/2013

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 friendly and very approachable. She has good relationships with parents and regularly exchanges information with them to keep them fully informed about their children's care and progress.
- The childminder has formed close relationships with the children and has a good understanding of each child's needs. Children's self-esteem and confidence are continually supported through praise and encouragement from her. As a result, children feel safe and secure in her care.
- Children are supported in their development of communication and language skills and in their physical, social and emotional achievements, which ensure they have the key skills needed to make good progress towards the early learning goals.
- The safeguarding and welfare requirements are well understood and implemented by the childminder through clear policies and procedures, which are embedded into the routine daily to ensure children are kept safe.

### It is not yet outstanding because

- There is scope to gather even more information from parents before their child starts at the setting so that each child's learning needs are fully known.
- Although the childminder regularly evaluates her provision, she does not routinely take into account the views of parents and children.

## 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 looked at a sample of the children's development records and planning documentation.
- The inspector looked at a range of records, including children's details, accident and medication records, risk assessments and a selection of other documentation, such as the safeguarding policy.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector observed the interaction between the childminder and the child present.
- The inspector toured all the areas that are used for childminding.

## Inspector

Lisa Maidment

## Full Report

### Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two adult daughters in Chorlton, an area of Manchester. The whole of the ground floor is used for childminding purposes. The bathroom, toilet and main bedroom are used for childminding on the first floor. There is a secure rear outdoor decked area available for outdoor play. The childminder has two cats.

The childminder is operating every day, Monday to Friday, all year round from 7.30am until 6pm. She currently has six children on roll in the early years range who attend part-time and she offers care to children over five to 11 years. The childminder takes the children to the local park, toddler groups, library and shops in the community and she collects children from the local school. She receives support from Manchester Local Authority. The childminder 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:

- enhance the already good assessment of children's development by covering all aspects of children's learning on entry into the setting in more depth and include more information from parents as part of that initial assessment
- develop self-evaluation procedures to include the views of parents and children in order to inform the plans for improvement so that the drive to improve is strengthened and practice is clearly targeted to help children achieve the highest levels of attainment.

## Inspection judgements

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

Children have good opportunities to explore and learn as the childminder has thorough knowledge of the Early Years Foundation Stage. The childminder has a good understanding of how children engage and learn through purposeful play. This builds on a secure foundation for children to develop appropriately and purposefully through the seven areas of learning. The environment is bright and stimulating with a broad range of resources accessible by children, which offer good levels of challenge appropriate to their

age and stage of development. For example, children play with musical instruments and have good opportunities to extend their experiences by using pots and pans from the kitchen with wooden spoons as instruments. Children read quietly from the many and varied books, which are on offer to develop their knowledge and learning. They also paint pictures and make collages using the craft resources available to display on the walls. Children enjoy sitting with the childminder while she reads stories pointing at pictures and repeating words and familiar phrases.

The children play outside in the garden daily whether it is in the play house where a shop is set up, walking along with a push-a-long toy or increase their physical coordination by kicking a football against the wall. The childminder sings songs, counts, plays peek-a-boo with the young children and interacts individually according to their age and need. The childminder recognises when children are absorbed in play and comes alongside them to develop their learning and play by interacting with them when the opportunity arises. She encourages them to develop positive relationships with other children and communicates with them to ensure effective partnerships.

Each child has a 'Learning journal' which is a record of their achievements. This is identified through observation and assessment and shared with the child's family. The childminder regularly updates the journal with pictures and photographs to show how well the child is progressing. She ensures that all parents know what their child has achieved during the day and welcomes feedback and comments from the family of what the children do at home. The childminder displays activities, which they will be doing throughout the week to enable the parents to talk to the children and extend their learning in their home environment. However, there is room to gather more in-depth information before children attend so that the childminder has a more rounded picture of each child's learning needs.

The childminder actively supports the language and communication of the children in her care and interacts well with them using age-appropriate language. For example, she encourages speech development with a child by talking with them as they look in a mirror and pointing. She asks the child where her eyes are and the child points to them while looking in the mirror, repeating the word 'eyes'. The childminder uses effective techniques, such as open-ended questioning, to encourage critical thinking and enthusiastically praises the child when she speaks. As a result, children are becoming confident communicators. Children are helped to understand that print carries a meaning. For example, the childminder displays posters around the walls along with labels on resources, which encourage their literacy skills. As a result, children are gaining the necessary skills they need for the next steps in their learning.

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

The childminder knows her children very well. They quickly become settled and secure because the childminder provides them with a very welcoming setting. Children feel safe with the childminder and readily seek her out for cuddles and affection and are happy to be left by their parents. The childminder gathers information about each child's care needs from the parents before they start to ensure a smooth transition. She understands how

important daily routines are to children and implements parents' wishes effectively. This enables children to become more confident knowing that she supports their individual needs in a supportive environment. The childminder discusses any specific requirements with the parents to ensure each child's needs are met.

Children behave well and form good friendships with each other because the childminder uses good behaviour management strategies. She is very confident and calm and acts as a good role model speaking with the children in a friendly manner and she is sensitive to their needs. This helps to prepare children for their move on to school or other pre-school settings in the future. Although access to the toilet is restricted as it is on the first floor, the childminder recognises when children need the bathroom. She enables the child to become independent by quickly giving them access through the gates and up the stairs, following them to ensure they are kept safe. There is also a bedroom upstairs where children can take a nap and individual boxes store changes of clothes and personal belongings for individual toileting needs. This helps to ensure children's needs are met.

The childminder promotes healthy living by offering food, which is fresh and good. She confidently prepares meals and snacks which are both nutritious and tasty. The childminder constantly encourages children to try out new flavours and textures and she acknowledges any specific allergies, dietary needs, routines and preferences ensuring these are met. Children are kept safe because all exterior doors are secure and robust risk assessments are carried out on a daily basis to ensure that the premises and resources are kept clean. Fire drills are carried out with children to ensure that they understand the procedure, which helps them gain knowledge in keeping themselves safe.

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

The childminder is fully committed to providing a well organised and safe environment. Through her understanding of the Early Years Foundation Stage, observations, assessments and planning for next steps, she ensures that she effectively challenges children in a realistic manner. The childminder is committed to continuing her professional development. She recognises the importance of building on her prior knowledge and attending trainings and workshops to increase her awareness of child development. This means she can provide flexible provision to meet families' needs as well as the children's learning needs.

Safeguarding is a high priority for the childminder. Through attending safeguarding training, she has developed a good knowledge of how to keep children safe effectively and promote their welfare thoroughly. The childminder is aware of who she needs to contact if she has concerns and is trained in paediatric first aid. She is careful about who she allows in the home when she is childminding. Written policies and procedures along with risk assessments ensure that the children in her care are kept safe from harm.

The childminder successfully builds relationships with parents and encourages communication between them and herself. She communicates with them on a daily basis and invites them to accompany her to meet other parents whose children are starting with

her to encourage parent partnership. The childminder ensures that parents know how to make a complaint should they need to and shares all policies and procedures with them. She has a good working relationship with other childminders in the area and they share good ideas and practice. The childminder understands the need to evaluate her practice, highlighting any gaps in her knowledge or provision. She is eager to continue to improve this and actively seeks out relevant training and qualifications to improve her childminding practice. Although the childminder reflects and evaluates on her childminding provision, she does not routinely take into account the views of parents and children in order to continue to improve learning outcomes for children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	EY456976
<b>Local authority</b>	Manchester
<b>Inspection number</b>	905927
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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