

## Inspection date

Previous inspection date

27/09/2013

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

- Children make good progress in their learning and development and have a positive attitude to learning. This is because the childminder knows them well and provides experiences that she knows they will enjoy.
- The childminder engages in children's chosen play, chatting and asking questions. This promotes children's language and communication.
- Children benefit from the good selection of resources, which they can use in a variety of ways. This supports them well in their language development.
- Children are valued and respected as unique individuals. They feel safe and secure while in the childminder's care and confidently seek additional support, comfort and reassurance if required.

### It is not yet outstanding because

- There is scope to improve the outdoor environment further, in order to build on children's physical development and interest of the natural world and living things.
- The childminder does not always provide sufficient opportunities for parents to share information about their child's learning and interests at home, so that she can use the information to take into account their interests when planning.

## 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 toured the whole of the ground floor area and the first floor bathroom, which is used for childminding.
- The inspector observed activities in the playroom and the interaction and learning between the childminder and a child.  
  
The inspector sampled a range of documents, which cover the learning and development requirements, including observations, planning and assessments. She also viewed emergency contact information, enrolment forms and written risk assessments.
- Discussions took place between the childminder and the inspector at appropriate times during the inspection.

## 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 child aged four years in the Longsight area of Manchester. The whole of the ground floor of the house is used for childminding and a bathroom on the first floor. There is an accessible rear courtyard for outdoor play.

The childminder takes children to parks, stay and play sessions, shops in the local area and music groups.

The childminder is open Monday to Friday, from 8am to 6pm throughout the year and children attend for a variety of sessions. There is currently one child on roll, who is in the early years age group. The childminder is a member of the Professional Association of Childcare in the 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 and build on children's physical development by, for example, providing a rich range of play opportunities in the outdoor area that provides even greater physical challenge for children
- encourage consistently the two-way communication and feedback of parents about their child's learning in the home, in order to build and extend the interests and development of the child in the setting.

## Inspection judgements

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

The childminder gives children good opportunities to play, explore and discover as she has a good understanding of the seven areas of learning and the way children develop. Children are confident and happy in her care. The warm, loving environment where children can feel safe offers a good amount of support, encouragement and affection. Children make good developmental progress while in the care of the childminder. She gives a good amount of time and attention to the children ensuring that all their individual needs and interests are met. As a result, children gain the key skills needed for their future learning.

Through her knowledge of the prime areas of learning, the childminder is able to provide specific learning opportunities for each individual child. They can rummage through treasure chests, finding new resources, which are added to daily, to explore and play or learn how to blow using textured bubbles. Young children are encouraged to stand unaided and are cheered on as they take their first steps confidently while being praised and reassured by the childminder. The childminder uses effective observations of the children to inform her planning. She assesses the children and is efficient in their next steps of development. The childminder is able to provide activities and experiences taken from their interests to enhance their learning. She follows up these activities to consistently enhance the children's achievements over time.

Children have a wide range of opportunities to be creative. They have a variety of opportunities to create music with musical instruments while the childminder sings songs encouraging participation. The childminder assists children in communication skills by repeating words and pointing to pictures in a book while they sit on her lap and actively engage. She takes the time for the children to respond to her and copy single words to build up effective speech and language skills. The childminder takes children to the local play centres where they have further opportunities to take part in messy play. They enjoy building castles and filling up containers in the sand or they can engage in imagination by building pirate ships and sing songs with the local music group.

The childminder provides an enabling indoor environment, which allows children to move around confidently and freely. She gives good opportunities for children to build on their understanding of the world through investigative activities. For example, children are able to catch bubbles in the air when the childminder blows them, giving them confidence to think critically about how they fill up with air and then burst. She uses words, such as 'grow', 'big', 'bigger' and 'small' to encourage mathematical development.

The childminder is fully committed to working in partnership with parents to support their child's individual needs. Using children's starting points from entry into the environment, she is able to support their development. She engages with parents daily discussing the children's day, however, there are fewer opportunities for parents to share what they know their child. This means that the childminder does not always gather the information on children's learning to enable her to extend their knowledge in her environment.

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

Children build very trusting and secure relationships with the childminder as she encourages independence. By ensuring that all their needs are met, she builds on their strong emotional development to become successful. Her warm and caring manner secures children's trust and enables them to develop confidence and independence to make the right choices. Settling-in procedures are good and are individually tailored to suit the needs of each child. The childminder develops partnerships with parents and gathers the children's daily routines before they commence, which ensures they settle well in her care and helps them to make a smooth transition into the childminder's care.

The childminder has efficient safety checks, which ensure children are kept safe from harm. She uses detailed written risk assessments to highlight any dangers in the home and when visiting the local area. The childminder acts as a good role model by remaining consistent and calm in her approach. She praises children constantly, promoting their self-esteem, which results in their behaviour being positive.

The health and nutrition of children are promoted effectively. Children develop safe hygiene practices to enable older children to have independence when moving onto school. The childminder promotes healthy eating by making mealtimes fun. She provides good wholesome meals and encourages children to try new food. Children can choose between the varied lunches and snacks, which are on offer, trying new textures and flavours to satisfy each individual child. The childminder sits down with the children and encourages good behaviour and manners.

Children are developing a sound awareness of how to play safely, as the childminder talks to them constantly about how they can remain safe. She removes trip hazards for younger children just learning to walk while talking through any dangers, to teach them to identify risks in their environment.

The childminder takes children to the local park where they are able to build on their physical development and to local soft play centres. However, there is scope to improve her own outdoor environment further, in order to build on children's physical development and the curiosity and interest of the natural world and living things.

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

Safeguarding children is paramount to the childminder and she has a clear understanding of her responsibilities of the welfare requirements of the Early Years Foundation Stage. She understands about the signs of abuse and knows who to contact if she is concerned about a child in her care. Detailed records of children's information are kept and she has a good range of written policies and procedures in place to ensure all children in her care remain safe. The childminder supervises young children closely. She minimises hazards by using appropriate safety equipment in the environment. For example, stair gates are in place to prevent children from accessing the kitchen or upstairs. This safeguards children in her care appropriately.

The childminder works hard with children. She is well organised and fully understands what is needed to achieve a high quality setting. Her good understanding of the learning and development requirements enables her to monitor the educational progress of children effectively and efficiently. Through her continuing professional development and her observation, assessment and planning, she is able to provide flexibly to meet families' needs as well as the children's learning needs.

The childminder continues to enhance her professional development by regularly speaking with a quality advisor to ensure that she reflects on her practice and strives to improve in areas she has highlighted to develop. She attends local authority training opportunities

when able to enhance and maintain her understanding of child development.

Through her partnerships with the local children's centre, the childminder is able to meet with other experienced professionals and work in partnership with them to enhance the children's learning and experiences. She endeavours to give all children the best learning experiences she can while in her care, in order for them to succeed.

### **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>	EY454286
<b>Local authority</b>	Manchester
<b>Inspection number</b>	908720
<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>	3
<b>Number of children on roll</b>	1
<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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