

<b>Inspection date</b>	24/10/2013
Previous inspection date	04/03/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 knows the children in her care well. Children have a secure attachment with the childminder and are happy in her care.
- The childminder regularly attends local playgroups, where children have the opportunity to play with a variety of resources and other children, to support them in being ready for school.
- The childminder ensures that children are safe within her home and on outings through the use of effective risk assessments and a secure knowledge of safeguarding children.
- The childminder plans activities from the children's needs and interests, ensuring children make good progress in all areas of learning.

#### **It is not yet outstanding because**

- There is scope to promote further the very good ongoing dialogue with parents about their child's learning, so that children benefit consistently from a shared understanding and common approach to supporting their progress.

## 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 the children as they played in the playroom.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector viewed a range of documentation, including relevant policies and procedures, completed risk assessments and accident and medication records.
- The inspector took account of the views of parents after looking at completed questionnaires provided by the childminder.

## Inspector

Nicola Kirk

## Full Report

### Information about the setting

The childminder was registered in 2002 on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged 12 and six years old, in the Burnage area of Manchester. The home is close to local schools, parks and shops. Children have access to the whole of the ground floor of the childminder's home. This comprises of the playroom, lounge and bathroom. There is a fully enclosed garden for outdoor play. The childminder is able to take and collect children from local schools and pre-schools.

There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder cares for children from 7.45am to 5pm, Monday to Friday, all year round, except for family holidays. The childminder supports children who speak English as an additional language and children with special educational needs/and or disabilities. The childminder obtains support from the local authority.

### What the setting needs to do to improve further

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

- enhance the very good ongoing dialogue or regular sharing of two-way observations of learning with parents and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward.

### Inspection judgements

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

The childminder has a good knowledge of how children develop and learn. She provides a wide range of activities and experiences that give the children many opportunities for independent play and learning. Consequently, they are making good progress in all areas of their development. The childminder has improved the children's individual learning journal record since her last inspection, they detail their starting points, ongoing progress and next steps. This means the childminder plans activities that target the children's specific individual learning needs. The childminder enhances the observations she makes with photographs of the children at play. Parents contribute to their children's development records and the childminder communicates with them daily, providing a verbal update. The childminder plans the children's next steps in learning journals to share with parents. However, this ongoing dialogue with parents is not always consistent, this means planning together and thinking of ideas to move the child forward are, occasionally,

not as well promoted as possible. The childminder has completed the progress age two. She uses observation well to review children's progress and plan next steps, which she shares with parents

The childminder skilfully follows children's non-verbal cues to support their needs and interests, for example, when a child walks over to a box of bricks, she supports them to empty it and join the bricks together. Therefore, children make good progress, as the childminder follows their interests and supports them in extending their play. Children use a variety of different media and materials inside and outside, such as painting on large rolls of paper and using chalks on an easel. This helps the development of early writing skills. They also have opportunities to cut and stick a range of materials and explore treasure baskets to enable them to develop their skills in expressive arts and design.

In the playroom, there is a wide range of accessible toys, to enable children to play and explore independently. Babies enjoy exploring building blocks, baskets of everyday things and pots and pans, which helps them to develop their mathematical understanding of shape and space. The playroom is well laid out to ensure that children also have space to develop physical skills, such as crawling and walking. The childminder plays alongside the children and is constantly encouraging them to talk and develop their vocabulary. The children have access to a secure garden where they can play and explore using a range of toys, such as a kitchen and a trampoline.

Children enjoy looking at familiar books with the childminder and point to familiar pictures, then the childminder talks to them about the pictures. This helps them to learn new vocabulary and develop a love of reading. The childminder supports children learning English as an additional language through learning key phrase in their language, to help them to develop their communication skills. The children are happy to play and explore in the well laid out playroom and they play happily and independently as the childminder ensures the routine is flexible, in order to meet their needs. This means that they are busy and active learners.

The childminder attends local playgroups regularly to ensure that children have the opportunity to explore and play with a wide range of toys and resources and they make progress in all areas of learning. Children are acquiring the skills, attitudes and dispositions they need to be ready for school or the next stage in their learning.

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

Children are cared for in a warm, welcoming, homely environment where they feel safe and secure. They form secure attachments with the childminder and interact with her confidently and affectionately. Children are encouraged to be independent and the childminder has clear expectations about children's behaviour. She praises positive behaviour and therefore, the children behave very well.

The childminder encourages and supports children to wash their hands before eating. She helps children to understand the importance of a healthy diet. She talks to children about

different types of food and encourages them to taste and explore food. The childminder provides children with healthy snacks and freshly cooked meals and ensures mealtimes are a pleasant, sociable time as they all chat together. She supports and encourages the children to learn how to eat independently and babies are supported to make progress. Children have their drinks available at all times and the childminder supports them to drink, so they do not become thirsty.

Children have many opportunities to learn about their local environment, because they enjoy regular outings in the local community, for example, the park and playgroups. She ensures they remain safe through risk assessments and daily checks, which ensures the environment is safe. The childminder practises evacuations with the children and talks to them about road safety, to support them in learning how to stay safe.

Regular visits to local playgroups allows children the opportunity to play with other children and develop friendships, which helps them to be ready for their next stage in learning. Children enjoy regular physical exercise, through regular visits to the park and playing on the childminder's trampoline.

The childminder has a good understanding of how to support children's individual needs. The childminder gains information from parents when children start, about their interests and care routines. This ensures the children are supported in settling into the setting and are happy and relaxed in the setting. She is committed to working in partnership with parents to promote children's learning and their well-being.

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

The childminder demonstrates a good understanding of her safeguarding responsibilities. She has an up to date policy, which outlines the procedures in place in the event of a safeguarding concern, which she shares with parents. The childminder undertakes a risk assessment of her home and of outings and puts effective measures in place to minimise any potential hazards. For example, children practise fire drills so they know what to do in the event of a fire or an emergency. The childminder has an up to date first-aid qualification.

The childminder promotes equality of opportunity for all the children in her care. She seeks information from parents about their children, to enable her to promote their inclusion and to meet their cultural needs. She provides resources and activities to promote children's awareness of cultural diversity, such as books in other languages and baskets with everyday objects in from different cultures around the world. The childminder demonstrates a firm commitment to working in partnership with parents.

The childminder demonstrates an enthusiastic approach towards providing good quality care and education for all the children. She uses observations, to enable her to track the children's progress from when they start, to ensure they make good progress in all areas

of learning.

The childminder actively seeks parents' views about the service she provides. Parents report that the childminder has a good relationship with their children and their child enjoys coming to her. They also comment they have observed their children developing since being with the childminder.

The childminder successfully meets the requirements of the Statutory framework for the Early Years Foundation Stage. The childminder attends a 'childminder drop-in' and works with the local authority, which enables her to evaluate her service well and identify clear aims for ongoing improvement. The childminder works with the local authority and external agencies to support children in her care with special educational needs/and or disabilities. This ensures they make good progress from their starting points.

### **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

<b>Unique reference number</b>	EY250451
<b>Local authority</b>	Manchester
<b>Inspection number</b>	937453
<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>	5
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	04/03/2013
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

