

<b>Inspection date</b>	31/10/2013
Previous inspection date	01/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	1
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**

- The childminder has an exemplary understanding of the Early Years Foundation Stage, and of how children learn and develop.
- Children increasingly show high levels of involvement in activities which helps them to gain independence and confidence given their starting points.
- The childminder's excellent assessments of children's progress are extremely precise and are used effectively to create individual educational programmes for each child.
- The childminder's warm, positive manner means children are secure, confident and build excellent skills for the future.
- The childminder, together with her assistants, provide a highly stimulating environment with child-accessible resources that promote learning and challenge children both in the inside and outside areas of play.

## 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, which is used for childminding along with both the first and second floor where children sleep and access the bathroom.
- The inspector observed activities in the play room, garden and the interaction and learning between the childminder, her assistants and the children.
- 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, her assistants, the children, and the inspector at appropriate times during the inspection.
- The inspector took into account the written feedback of the parents.

## Inspector

Lisa Maidment

## Full Report

### Information about the setting

The childminder was registered in 1996 on the Early Years register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child, aged 12 years, in Partington, Greater Manchester. She is within walking distance of schools, parks and shops. Her husband and daughter are registered as her assistants. The whole of the childminder's home is used for childminding; this comprises the playroom, living room, kitchen and conservatory on the ground floor. Children also have access to four bedrooms and bathroom facilities on the first and second floors. There is a fully enclosed garden available for outdoor play.

There are currently 25 children on roll who attend for a variety of placements. Overnight care for two children under eight years is also provided. The childminder supports children with special educational needs and/or disabilities and those who speak English as an additional language. The childminder holds an appropriate early years qualification. She collects children from local schools and attends toddler groups and other local amenities on a regular basis.

The childminder is a member of the Trafford Childminding Network and the Professional Association for Childcare and Early Years. She is also contracted to offer respite care for children who are in the care of social services and has received an 'Inclusion Friendly Award' from Trafford Local Authority.

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

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

- consider consolidating the excellent systems to monitor and evaluate assistants to ensure the first rate practice already achieved is constantly built on.

### Inspection judgements

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

Children benefit from a very high quality learning environment. Excellent resources and provisions are within easy reach for children to help themselves so they can be independent and have challenges which are exemplary. Children select their own toys from a highly varied and imaginative playroom. They create 'shows' involving all children, dressing-up as their favourite characters and build dens in the garden using materials and

pegs. Children use different types of magnets to investigate the magnetic qualities of different metals and encourage younger children to feel and look at unusual textures in treasure baskets. Mini-beast hunting is an adored activity with magnifying glasses and binoculars and an activity of sewing pumpkins together using different materials is animated and enthusiastic. Children are highly expressive through music and they have an exceptional range of instruments which they can shake, rattle or bang. Children's communication skills are superbly promoted. For example, a young child proudly recites the alphabet using song and the childminder successfully extends her learning by encouraging her to highlight the letters in her name. This encourages conversations about letters of the alphabet in people's names and they move onto identifying other letters using a magnetic board. The childminder models a range of language to describe the letters, such as, 'round' and 'straight', or 'up and down', bringing in very good levels of mathematical development and literacy skills.

The childminder and her highly skilled assistants give the utmost priority to monitoring, planning and teaching children based on their interests, which are identified through highly robust observations to personalise each individual child's learning and development. Her precise assessments are focused, effective and provide additional support for children where levels of progress are less than expected. As a result, children are making brilliant progress towards the next steps in their learning and any gaps are closing rapidly.

The childminder effectively plans the indoor and outdoor provision to cover the seven areas of learning. Her deep understanding of child development enables her to differentiate activities to allow pre-school children and toddlers to happily play alongside each other for sustained periods of time. She assists and supports them to cooperatively play and help each other to reach conclusions to problems. As a result, children are polite, considerate of each other and their behaviour is extremely positive. The childminder successfully challenges children's thinking extremely well by asking open-ended questions, which builds on the thought processes of children and encourages them to transfer their learning into different areas of the provision. This develops children's engagement and attitude to learning and encourages them to remain focused and motivated, which prepares them extremely well for school and their next stage of learning. Through her excellent understanding of effective teaching, the childminder ensures children make exceptional advancement towards the early learning goals.

The childminder supports children's skills effectively by gaining highly comprehensive information from parents when children first start at the setting. She gathers detailed responses of their likes, dislikes and routines, allowing her to fully support children successfully, when settling-in, and further extend their experiences and learning. The childminder's comprehensive knowledge of how children learn is indispensable in planning a rich, varied and imaginative educational programmes, tailor made to suit the needs of each individual child. This means they make superb progress in their learning.

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

The childminder and her assistants are highly skilled in helping children settle happily into her setting. By providing emotional stability through cuddles, kind words and comfort, she quickly settles children into a routine, which offers emotional stability for them to promote their well-being superbly. The children are comfortable with visitors and enjoy the interaction when new people come to visit. They have pride in showing people around the setting and through the childminder's excellent procedures, the welcoming and well-resourced environment is enjoyed by all safely and securely. There is a growing understanding of how to manage risks and challenges for children relative to their age. For example, older children speak about how it is not good to play with certain toys when young children and babies are near, because 'they might swallow it' and 'it's not safe for them'. This means children are developing highly effective strategies to care for each other and themselves.

Mealtimes are social times for both the children and assistants, and are meticulously managed by the childminder. Gaining an excellent understanding about their personal hygiene through the exemplary teaching from the childminder, including that they 'wash off all the germs on their hands'. Children can access home-cooked food independently that is balanced and nutritious, serving the quantities they require themselves. Conversations flow while they are accessing choices of food and drink. Children grow their own blueberries and strawberries and bring them into the setting to wash before they eat them. Through continuing discussions with parents, clear dietary needs and preferences are sought to ensure that children's health is promoted. Combined with the large, well-maintained space for physical outdoor play, and the setting's goal to achieve a 'healthy setting' award from their local authority, children can enjoy a really healthy lifestyle.

Children behave exceptionally well and are extremely confident and self-assured. For example, older children allow younger children to play alongside them, and teach them how to take turns. The childminder and her assistants are calm and positive in their manner, and model an excellent attitude towards children. As a result, children are helpful, kind hearted and show an empathy towards each other that is positive. The childminder builds highly dedicated relationships with the children and their families, promoting effective communication and consistency in their routines and care. The childminder and her assistants are extremely knowledgeable about how important it is that children are effectively supported throughout their stages of growth and development, and in particular as they get older and manage their next big steps in life, such as moving onto school.

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

The childminder and her assistants are highly professional and she manages her practice successfully. They all have a highly comprehensive understanding of child protection issues and explain in detail the procedures to safeguard children. For example, the childminder arranges for children to sleep overnight while their parents are working to ensure they are kept safe and secure. The childminder has comprehensive policies, which are given to parents and explained to them in detail before a child starts. She has a

current childcare qualification and both her and one of her assistants has a current paediatric first-aid qualification. This means children's safety is superbly promoted.

Parents and carers are highly appreciative of the friendliness and expertise that the staff share in the setting. The childminder seeks out parents' views and opinions through questionnaires and newsletters and analyses their findings very carefully. For example, the childminder asked a question on the support of families to parents recently, if they would like to have more 'formal' arrangements for discussing children's progress. This was dismissed as 'not necessary' as they were extremely happy with the current system in place and felt that nothing needed to change.

Self-evaluation is a key feature of the setting, which identifies crucial areas for development in all aspects of the provision. The childminder and assistants highly value the advice and support from the local authority, other agencies and providers to further improve the educational programmes for children. As a result, the childminder extensively monitors and analyses children's levels of attainment, ensuring highly successful progress is made in the best possible way.

The childminder works closely with her staff to monitor the programme of activities and experiences offered for children. Staff supervision sessions provide effective opportunities for both the childminder and her assistants to discuss children's progress and reflect on practice to guarantee that children make outstanding progress in their learning. There is further scope for the childminder to consolidate her excellent systems of assessment and planning by further monitoring and evaluating her assistants, in order to confirm their superb practice and identify training needs that sensitively support their own achievement where necessary.

The childminder has an excellent understanding of the learning and development requirements of the Early Years Foundation Stage, which means children make excellent progress in their learning. Taking into account the rigorous risk assessments, and children's next steps for planning, she can offer a practice that is worthy of dissemination to other childminders. Her work with outside agencies and schools is highly effective and children with special educational needs and/or disabilities experience additional activities to support them in order to close the gap in their learning ready for their next stage of schooling.

### **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>	310340
<b>Local authority</b>	Trafford
<b>Inspection number</b>	919043
<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>	18
<b>Number of children on roll</b>	25
<b>Name of provider</b>	
<b>Date of previous inspection</b>	01/07/2009
<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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