

Inspection date	20/01/2014
Previous inspection date	07/02/2011

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 secure understanding of the safeguarding and welfare requirements and this is supported by the implementation of effective policies and procedures, which successfully promotes children's safety and well-being.
- Introductory visits are arranged to familiarise children with the setting. Parents are given as long as they need to settle children who are new to the setting.
- The childminder learns from parents about a typical day, including children's likes and dislikes. The information is used to plan routines and to provide activities that interest children, helping them to develop secure attachments and feel confident and happy in a new environment.
- Observations and assessments are completed to inform the childminder's activity plans. These are also used to show parents the progress children have made in all areas of learning.
- Children make good progress in their learning and development through effective teaching. Activities are well supported with good quality toys and equipment which promote children's play and help them to develop new skills.

It is not yet outstanding because

- There is scope to develop arrangements for sleeping children to further enhance their care and well-being.

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 the premises in relation to health and safety.
- The inspector accompanied the childminder on the school run in relation to children in the early years age group who spend more time in other settings.
- The inspector observed the childminder's care practices and her engagement with the children throughout the inspection.
- Children's activities were jointly observed and discussed in relation to teaching and learning.
- The inspector looked at the children's records of achievement, observations and assessments, in addition to relevant policies and procedures.
- The inspector took account of the views of children and parents spoken to on the day of the inspection.

Inspector

Cathleen Howarth

Full report

Information about the setting

The childminder registered in 2004 and is on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She lives with her adult child and two children aged 12 and 15 years in the Didsbury area of Manchester. The childminder works with three assistants. The whole ground floor of the house is used for childminding, along with the master bedroom and bathroom on the first floor. There is an enclosed back garden available for outside play. The family has three cats.

The childminder operates Monday to Friday from 8am to 6pm all year round, with the exception of family holidays. She takes and collects children from local schools and pre-schools. There are currently 12 children on roll, six of whom are in the early years age group and attend on a part-time basis. The childminder offers care to children with special educational needs and/or disabilities. She is a member of the Professional Association for Childcare and Early Years and obtains support from the local Sure Start Children's Centre.

What the setting needs to do to improve further

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

- enhance facilities for sleeping children, in partnership with parents, to improve children's sleeping positions and to further enhance their care and well-being.

Inspection judgements

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

The childminder routinely provides educational programmes that have depth and breadth across the seven areas of learning. Children's indoor and outdoor activities are varied, interesting and challenging. The childminder knows children's individual interests, learning styles and capabilities well and she organises trips and outings to meet the needs of all children. For example, through first-hand experiences children learn about farm animals when they get close to them, such as horses, cows, sheep and goats. Children learn about adult and baby animals living on the farm and their habitats, including those living out in the fields, and those taking shelter inside the open viewing pens. There are opportunities for children to hold smaller animals under supervision and they learn how to feed the animals safely. Practice is based on a secure knowledge and understanding of how to promote the learning and development of young children and what they can achieve.

The quality of teaching is consistently good and adult interventions are timely and appropriate. The childminder watches and listens perceptively to children, carefully observing and skilfully questioning them during activities, in order to re-shape tasks and to enhance and improve learning. For example, during the construction session she

effectively anticipates what will happen next and uses open-ended questions, such as 'what happens now?', to build on what children already know. The childminder has high expectations of all children, based on accurate assessment of their prior skills, knowledge and understanding, which are routinely obtained from parents at the point of registration. She uses a computer software program to complete regular and precise assessments of children, and uses these effectively to plan suitably challenging activities. Children are interested and keen to learn and display the characteristics of effective learning. They are well supported in the prime areas of learning, such as the acquisition of communication and language skills, personal, social and emotional development and physical development in order to make good progress in their learning. Children are working comfortably within the typical range of development expected for their age, taking into account their starting points and any additional considerations.

Some children spend more time in other Early Years Foundation Stage settings. Through the effective key person system the childminder promotes a seamless approach to delivering the framework. For example, she keeps up to date with children's progress and provides activities linked to current themes and topics. A relevant example is the traffic theme. Road safety is consistently reinforced when children walk to and from the nursery school. They take home age-appropriate picture books and learn about different types of transport. At the setting children are encouraged to read the books with the childminder and they play with a wide range of small world vehicles. These measures effectively promote children's continuing care and learning. At the point of registration parents always contribute to children's initial assessments, helping the childminder to effectively establish starting points, which enables her to plan activities based on what is familiar to the child and to ease transitions. Parents are kept well informed about their children's progress and they are encouraged to support and share information about their children's learning and development at home. For example, some children bring their favourite toys and resources to use at the setting.

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

Children have formed secure attachments with the childminder and her family, and the children's well-being and independence are effectively promoted. The childminder gathers good information from parents about their child to ensure their needs are effectively met. Children's differing behaviour is managed sensitively and effectively, and the childminder consistently applies strategies and clear guidance for children about what is acceptable behaviour. For example, she consistently reinforces 'please' and 'thank you' and encourages children to share and take turns.

Relationships are strong at all levels and children respect each other's differences. For example, older children know to keep small objects away from the very young to avoid choking and accidental injury. Children's settled and confident behaviour shows they feel safe at the setting. Children are gaining an understanding of risk through the activities provided. For example, they learn about plants and wildlife when they explore the local woodland and go for nature walks along the river, collecting stones, twigs, wild flowers and leaves to use at the setting.

The childminder has attained a level 2 certificate in food hygiene. She has good knowledge and understanding of nutrition and works effectively with parents to provide a good range of healthy food and drink, in sufficient quantities, to meet children's daily nutritional requirements. The menu board is always displayed for parents to view and on the day of the inspection children ate shepherd's pie with peas. The childminder consistently promotes the good health of children by not allowing the cats to jump onto the surfaces and through effective hand washing routines. Children also engage in a wide range of physical activities, both inside and outside, to effectively promote their good health. Their personal care needs are well met through effective nappy changing and toilet training routines and procedures. However, with regard to sleeping children, there is scope to enhance the facilities. For example, children sleep securely in their buggies, but this sometimes restricts their movement and natural positioning. Overall, the environment is welcoming and well resourced. Children's all-round development and emotional well-being are promoted effectively through a broad range of experiences that develop well children's growing independence and cooperation. As a result, children are emotionally well prepared for the next stage in their learning. There are established systems in place to provide for children with special educational needs and/or disabilities, and the childminder knows how to signpost parents to other agencies for the support they may need.

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

Arrangements for safeguarding children within the provision are good. The inspection took place following notification of an accident to a child who attended a soft play centre. The notification means that the provider met their legal responsibility, as set out in the Early Years Foundation Stage welfare requirements, to notify Ofsted of significant events. The inspection found that the childminder has a good understanding of the requirements to safeguard children. Following the accident she appropriately notified Ofsted and carried out a full investigation into the circumstances of the accident. The childminder found that the accident was unavoidable, however, she has reviewed the written risk assessment for outings, in relation to adult-child ratios and how both she and her assistant are deployed while at the soft play centre, to minimise potential risks to children. The childminder has a secure knowledge and understanding of safeguarding issues. In relation to child protection, should the need arise, the childminder knows how to take appropriate action to protect and support the children in her care. The childminder has a robust system in place to ensure only suitable adults work with children and the assistant's Disclosure and Barring Service checks are available for parents to view.

The educational programmes provide a broad range of experiences to effectively support children's learning and development. The childminder has a secure knowledge and understanding of the seven areas of learning and how children learn. There is accurate monitoring of children's progress towards the early learning goals. This helps to inform planning and assessment, which is consistent, precise and displays an accurate understanding of all children's skills, abilities and progress. In relation to monitoring and improving the quality of teaching and learning, there is a system in place to complete peer observations with the assistant that spends most time with the children, in order to meet

their individual needs. Overtime, the childminder intends to extend this measure to include other childminders in the area to enhance personal professional development.

There is a system in place, in partnership with parents and health visitors, to complete the progress check at age two. This is to identify any early learning or developmental need, and provide early interventions, to help narrow any gaps in children's achievement. Assessments also help to inform children's next steps and there are effective systems in place in partnership with parents and other agencies to provide for children with special educational needs and/or disabilities. Self-evaluation is an integral part of the provision. The childminder works closely with parents, children and others to monitor and evaluate the service she provides. For example, through children and parent questionnaires, peer observations and by evaluating children's activities. As a result, the childminder has a clear vision for the future. In the short term she will continue to seek and obtain training to enhance the quality of teaching and learning. In the medium and long term she intends to complete a relevant qualification at level 3 to further develop her knowledge and understanding of child development and to improve outcomes for children.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	EY285837
Local authority	Manchester
Inspection number	950953
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	07/02/2011
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

