

Inspection date

Previous inspection date

01/05/2014

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 educational programmes have breadth and depth across the seven areas of learning. Therefore, children are motivated to learn and make good progress.
- The childminder has a good understanding of safeguarding children. Rigorous daily checks of the premises and a clear understanding of the possible indicators of abuse ensure children are protected from harm while in her care.
- Partnerships with parents are effective. The childminder works closely alongside them to ensure the individual needs of children are met.
- The childminder demonstrates a strong commitment to continuous improvements. Therefore, she effectively prioritises the improvement that benefit children the most.

It is not yet outstanding because

- On occasion, the childminder asks the children questions that require only a yes or no answer. This does not maximise opportunities to engage children in conversations.

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 had a tour of the parts of the childminder's home that are used for childminding purposes.
- The inspector observed the childminder while she interacted with the children.
- The inspector looked at some paperwork, including the children's development records and the childminder's policies and procedures.
- The childminder ensured the views of parents were taken into account through their questionnaires.

Inspector

Karen McWilliam

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 three children aged three, five and seven years in a house in New Moston, Manchester. The whole of the ground floor, the bathroom on the first floor and the rear garden are used for childminding. The family has one pet cat. The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- extend opportunities to promote children's communication and language skills by asking more open-ended questions.

Inspection judgements

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

The childminder has a secure knowledge and understanding of supporting and extending children's learning and development. She interacts with them constantly and her quality of teaching is consistently good. Before children are left in her care, the childminder obtains a wealth of information off parents and completes an initial assessment of children's prior skills to effectively identify their starting points. The childminder ensures children have access to a vibrant, safe and enriching environment where they can play, learn and develop. The activities and experiences she provides for children take into account their interests and stage of development and have breadth and depth across the seven areas of learning. This means they effectively challenge and extend children's learning because activities are interesting and individualised to meet their specific needs. Consequently, all children effectively acquire the skills that are needed for their future learning at school. The childminder has implemented numerous systems to support parents to be involved in their child's learning and development. For example, she routinely shares their child's development files with them, she holds termly meetings with parents to discuss their child's progress and she involves them with any themes she is planning. As a result, parents are well informed, which supports them in complementing their child's learning at home.

The childminder is extremely supportive of the children in her care and understands the importance of promoting their personal, social and emotional development, their

communication and language and physical development. She spends good quality time with them nurturing and supporting their development and takes them on regular outings to local playgroups and activities at the local children's centre to mix with their peers. This supports children to build strong relationships and learn key skills, such as sharing and turn-taking. Children's physical development is very well fostered. For example, children dig in the garden and roll and shape play dough to support their fine manipulative skills. In addition, they take part in regular outings to the park where they access a wide range of equipment to test and challenge their physical skills. The childminder constantly interacts with the children involving them in conversations. She encourages them to recall their past experiences and link them to familiar stories. For instance, children were extremely excited about a caterpillar they found in the garden. The childminder then links this to a popular story and they all make caterpillars with the play dough. She skilfully questions children on most occasions. For example, children ask to paint pictures and the childminder asks them 'what do we need?' However, this is not always consistent and sometimes she asks questions that require only a yes or no answer. Regular song and story times further support children's good communication and language skills. For example, they attend 'rhyme time' at the local library.

Children learn about the world through a good range of planned and spontaneous activities. For example, they learn about caring for living things as they go on bug hunts or look after the plants they are growing. Children are taken out and about where they meet the people that live in their community and they explore a good range of festivals and play with resources that positively reflect diversity. Consequently, children learn to value the diversity of the world in which they live. The childminder routinely introduces mathematical language into the children's play. For example, she asks them how many eyes they have while they draw faces. In addition, they empty and fill different sized containers in the sand and water. They use different shaped cutters with the play dough and complete jigsaw puzzles. As a result, children learn about numbers, shapes, patterns and weight and measure. Children have access to a very good range of tools to make marks, such as pens, chalks and paint. They competently paint and talk about their pictures. For example, they draw faces and say, 'this is my mummy'. Children draw lines and circles and are beginning to form recognisable letters. In addition, they are beginning to recognise that print carries meaning. For instance, they recognise their own and their friends names. Children's imaginative skills are very well supported, they enjoy cooking in the mud kitchen and dressing-up as their favourite characters. Therefore, children have lots of opportunities to test and try out different roles.

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

Children settle well and form good relationships with the childminder due to the individualised settling-in sessions. While children and their families attend introductory visits, the childminder obtains lots of useful information from parents to ensure she knows children well and is able to meet their individual needs, before they are left in her care. Children show they feel safe by confidently exploring the premises and approaching the childminder when they need her help. The childminder fosters children's independence well. She encourages children to help tidy their toys away and encourages them to make choices about what they would like to play with. In addition, the childminder understands

the importance of ensuring children are emotionally prepared for their move to school and she demonstrates a good understanding of how she will do this when the time arrives.

The childminder is an excellent role model for children. She uses clear and consistent strategies to manage behaviour and always offers children explanations for any unwanted behaviours. Therefore, given the children's stages of development, they behave well. The childminder supports children's awareness of keeping themselves safe well. For instance, she sensitively explains to children why they are not safe on the stairs with role play shoes on. In addition, regular evacuation practices and discussions about road safety while out and about, further contribute to children's understanding of keeping themselves safe. Children have access to a very wide range of resources, both indoors and outdoors, which are safe, clean and age appropriate. These are well organised and accessible to children.

The good health of children is successfully supported by the childminder. She gives clear messages to children about the importance of leading healthy lifestyles. For example, they grow and eat their own fruit and vegetables and brush their teeth every morning while in her care. They benefit from fresh air because she ensures children have daily access to the outdoors and they enjoy regular outings to the allotments or park. Children learn about good hygiene practices because they play and learn in a clean environment. Also, the childminder reminds them to wash their hands before meals.

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

The childminder has a good understanding of the safeguarding and welfare requirements. She has attended lots of training, including first aid, child protection and food hygiene. The childminder demonstrates a secure understanding of the possible indicators of abuse and how to proceed should she be concerned about any child. Rigorous daily checks and risk assessments ensure children are safe while they play and explore. As a result, children are protected from harm while in her care.

The childminder has a good understanding of the learning and development requirements. She plans vibrant and interesting activities and experiences for children across the seven areas of learning. The childminder monitors children's progress and understands the requirement to complete the progress check at age two when required. She continuously reflects on and evaluates all aspects of the service she provides to ensure she maintains ongoing improvements for children. For instance, the childminder regularly meets up with other childminders to share ideas and good practice. Also, she ensures the views of parents are valued in her self-evaluation processes through questionnaires.

Partnerships with parents are well established and they are very complimentary of the service she provides. The childminder demonstrates a good understanding of the advantage of liaising with teachers when the time arrives for children to move onto school, in order to provide a complementary and consistent approach to their learning.

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	EY469923
Local authority	Manchester
Inspection number	943334
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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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.

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.

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