

Inspection date

Previous inspection date

02/04/2014

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

- Children make good progress in their 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 safeguarding and welfare requirements are well understood by the childminder through clear policies and procedures, which are embedded into the routine daily to ensure children are kept safe.
- The childminder builds positive relationships with parents and keeps them informed and involved in their children's care and learning.
- Children are supported in their acquisition of communication and language skills and in their physical, social and emotional development, which ensures they have the key skills needed to make good progress towards the early learning goals.

It is not yet outstanding because

- There is scope to improve the outdoor environment further in order to build on children's literacy and numeracy development, by using print and numbers.

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 viewed the areas that are used for childminding and observed activities in the home and the interaction and learning between the childminder and the children.
- The inspector checked evidence of the suitability and qualifications of the childminder, and her self-evaluation and improvement plan.
- The inspector sampled a range of documents that 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 inspector, the children and the childminder 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 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two adult children and two children aged nine and 10 years in the Levenshulme area of Manchester. The whole ground floor of the house is used for childminding, along with toilet facilities on the first floor. There is a rear yard for outside play.

The childminder takes children to and from the local nursery and primary school. She attends groups and visits local parks with the children. There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 8am to 7pm, Monday to Friday, with the exception of Bank Holidays and family holidays. She holds an early years qualification at level 6 and Early Years Professional Status.

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 literacy and numeracy development, for example, by extending the use of the outdoor environment in developing their knowledge of numbers and letters.

Inspection judgements

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

Children have fun and exciting days in the setting because the childminder understands how children learn and provides activities which are stimulating and interesting. The childminder's knowledge of the learning and development requirements of the Early Years Foundation stage is excellent and children make good progress towards the early learning goals. The childminder teaches children to learn new vocabulary in a meaningful way. She brings nursery rhymes and familiar songs into everyday learning, which allows children to be inquisitive. Children enjoy listening to stories, which the childminder extends to effectively teach them, so they are prepared for their next stage of learning. They explore the life cycles of different species, for example, the childminder provides live caterpillars to show children their growth into butterflies through the various stages. Using storybooks to underpin their understanding, the childminder supports children's learning and develops their ability to express their own ideas. She motivates children to try things for themselves through demonstration. She extends children's vocabulary, using words such as 'Long blue block' or 'Small green caterpillar', and teaches them to use new words. This supports their language and communication development and engages them in purposeful dialogue to enhance their understanding ready for school.

The childminder has good systems in place to track children's progress in their learning. She assesses children's skills, knowledge and abilities accurately and uses this information to plan how to further children's progress. The childminder completes regular assessments on children in her care and documents information using an online assessment programme. Parents contribute to this process, uploading photographs of children's learning in the home, which secures a very close parent partnership. The childminder uses initial conversations with parents and her primary observations to discover children's stage of development, and through careful tracking, is able to move children towards their next stage of development. The childminder is very knowledgeable. She has expertise in teaching children the basic skills needed, especially in the prime areas of learning. For example, if children are nervous in noisy environments, the childminder encourages them to listen to sounds on a compact disc and play games identifying noises. As a result, children are less upset when outdoors with loud noises. This is developing their personal and emotional skills ready for school.

The childminder provides a good range of high quality resources which are available for children that are age and stage appropriate. Boxes are labelled, which allows children to make their own choices, and there is plenty of space available indoors that enable children to move around freely. There is direct access to the outdoor environment through the kitchen, and children go outdoors daily. The outdoor area is well resourced, and there are lots of opportunities for stimulated play. For example, the childminder has sourced some tadpoles which she uses to teach children to learn investigative skills. There are also opportunities for children to have a go at making mud pies and engaging in creative play. However, there is scope to provide further resources to allow children to see print and numbers when playing outside. This would further support children's understanding of literacy and numeracy ready for their future learning.

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

The well-being of children is very important to the childminder. She enhances confidence and self-esteem by giving lots of praise and cuddles. She enables children to express their feelings in a safe way and supports them to understand their emotions. For example, she uses picture cards to engage children to look at and recognise their emotions, and talks with them about how they feel. This develops their personal and emotional development, and raises their self-esteem. Children behave well in the setting because the childminder works hard to promote positivity. She demonstrates appropriate behaviour and quickly dispels any displays of negative actions. As a result, children quickly learn how to manage their emotions in preparation for school.

Children adopt healthy lifestyles. The childminder encourages children to help her prepare their lunch and snacks, encouraging them to choose what they would like to eat while promoting healthy eating. Children help the childminder in the kitchen, for example, by putting the toast in the toaster and pushing the buttons. This helps them understand how to use equipment and keep themselves safe. Mealtimes are social occasions where all children and the childminder sit down together to eat their meals. The childminder encourages them to eat using the correct utensils and have good manners, and promotes

healthy lifestyles through stimulating conversation. This builds on their social skills and helps children become independent ready for school. The childminder works in partnership with parents by ensuring she follows daily care routines and discusses ongoing allergy information with them. As a result, children are kept safe.

The childminder understands the importance of physical development. She takes children daily for walks to farms and parks to encourage physical skills. Children have opportunities to feed the animals, or climb and swing on large apparatus in the park. The childminder enjoys stimulating the children by providing them with interesting activities. They look for bugs using magnifying glasses, or find letters in their names on street signs. The childminder talks with children about the dangers when crossing the road, and helps children understand how they can stay safe by highlighting dangers when in the outdoor environment. Therefore, she effectively keeps children from harm.

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

The childminder recognises the importance of keeping children safe. All appropriate checks are carried out throughout her house and she keeps robust risk assessments which highlight the dangers in her home. The childminder has all appropriate policies and procedures in place and regularly practises fire drills to ensure that children understand the importance of evacuation in the event of a fire. The childminder ensures that all members living in her household over the age of 16 are suitably checked, and she has attended all relevant safeguarding training. The childminder understands who to contact in the event of a disclosure from a child who is at risk from harm, or if an allegation is made against her. The childminder has a good understanding of the welfare requirements of the Early Years Foundation Stage, and as a result, all requirements are met.

The childminder keeps up to date with all relevant practices and attends training from the local authority. She is highly qualified and her in-depth knowledge of teaching helps her to understand how children learn effectively. The childminder shares good practice with other childminders when she attends local playgroups with the children, and encourages them through dialogue to improve their practice. Her evaluation of her practice is good and her sound knowledge of the learning and development requirements makes sure that children benefit from constructive teaching. Her evaluation of her practice is efficient and, through ongoing dialogue with early years advisors, she is able to improve on her practice in order to achieve good outcomes.

The childminder understands who to contact if she feels a child is not making good progress. Her knowledge of the facilities of childcare professionals in her immediate area is good, and she knows how to refer a child to an appropriate support agency. When necessary, the childminder contacts other providers and schools to gather information about the children in her care, and works professionally with them to ensure mutual support and learning for the child. The childminder welcomes feedback from parents through questionnaires and conversations to improve her practice. She values the comments made and evaluates her practice constantly. Parents highlight the professionalism of the childminder and positive feedback is given. For example, one parent

said 'We love the variety of activities that you offer to our child. They are clearly very at ease with you and they always seem happy when we pick them up. You are an outgoing person who has a special gift with 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	EY466316
Local authority	Manchester
Inspection number	939424
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
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.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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