

Inspection date

09/06/2014

Previous inspection date

26/08/2009

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 good understanding of the Early Years Foundation Stage and uses this knowledge effectively to teach and engage children in learning. This means that children make good progress towards the early learning goals.
- Leadership and management are strong. The childminder evaluates her practice to identify areas of strength and weakness, and is proactive in addressing areas for development.
- The childminder has secure knowledge of effective safeguarding procedures. She is aware of the appropriate authorities to contact should she have any concerns about a child's welfare. Consequently, children are well protected.
- The childminder has purposeful partnerships in place with parents and other professionals. Therefore, children's individual needs are identified and effectively supported.

It is not yet outstanding because

- Children are not always given enough time to think about how to respond to questions that the childminder poses, which does not support their communication and language development to the very optimum.
- There is room for improvement to enhance the assistant's continuous professional development, in order to increase the positive impact they have on children's learning.

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 activities and children at play throughout the inspection.
- The inspector spoke with children and the childminder throughout the inspection. The views of parents were collated from documentation.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and undertook a joint observation with the childminder.
- The inspector checked evidence of qualifications and suitability of the childminder and her assistant. The inspector discussed the childminder's self-evaluative practice.

Inspector

Elisia Lee

Full report

Information about the setting

The childminder was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner, who is also her assistant, in the Wythenshawe area of Manchester. The whole ground floor of the house and the first floor bathroom are used for childminding. There is an enclosed rear garden for outdoor play. The family has a pet dog. The childminder attends local toddler groups at the children's centre. She visits the shops, library and park on a regular basis and collects children from the local schools and pre-schools. There are currently 12 children on roll, of whom eight are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except Bank Holidays and family holidays.

What the setting needs to do to improve further

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

- extend practice when questioning children by giving them enough time to think through their ideas and respond, in order to help children make the best possible progress in their learning
- enhance opportunities for assistants to undertake continuous professional development opportunities, in order to further develop understanding of children's learning and development

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 the Early Years Foundation Stage and plans a range of activities which are based on children's interests and developmental stage. Educational programmes cover the seven areas of learning and offer a broad range of quality learning experiences. As a result, children effectively gain the necessary skills as they prepare to move to school. The childminder undertakes regular observations of children as they play. This information is used to identify children's developmental stage and next steps in their learning. There are comprehensive observation and assessment processes in place. The childminder uses this information to track children's progress and identify any gaps in their learning and development. Children are active learners and are engaged in play. For example, children enjoy playing shops in the role-play area. The childminder poses questions, supports children to count items as they place them in a bag, and encourages them to play different roles. Children enjoy being the shopkeeper using an interactive till, while other children enjoy shopping and counting out money to purchase items. As a result, children are making good progress.

Teaching is age appropriate and purposeful to meet children's individual learning needs. The childminder talks with children throughout the day, which makes them feel settled and secure. Children follow their own interests, initiate their own play and make their needs known. For example, children make a request to play with the jigsaws. The childminder sits with the children on the floor and supports mathematical concepts, such as identifying matching puzzle pieces and observing different shapes. Children enjoy early mark-making activities and explore the different letter sounds they can hear when their name is spoken. The childminder uses magnetic letters on a board, which children can reference as they attempt to write their name independently. The childminder supports by sounding out individual letters for children. This supports children's early phonic awareness. Resources are well thought out and offer children real-life experiences. For example, children play with real fruit and vegetables in the role-play shop, which gives meaning to children's learning. The childminder interacts with children throughout all times of the day, asking questions and posing tasks. This promotes early language skills and sustained thinking. However, at times she is too eager to answer her own question. This does not always leave enough time for children to consider and verbalise their own response.

There are good partnerships in place with parents. The childminder offers a gradual admission process which allows children and parents to attend for varying lengths of time. This allows positive partnerships to flourish and gives the opportunity for parents to discuss their child's needs. The childminder welcomes the views of parents at all times to improve her practice. For example, parents contribute observations from home which are displayed in the entrance. The childminder ensures that this information is taken into consideration when planning children's next steps in learning. Parents are invited to be part of the assessment process through contributing to the baseline assessment when children first start at the provision and the progress check for children between the ages of two and three years. Parents are involved in home learning as the childminder keeps them informed of future planning ideas and sends home activity ideas for parents to continue learning at home. Parents can then complete observations at home if they choose to do so. This allows parents to further enhance children's learning at home. The views of parents are welcomed and the childminder sends out regular parent questionnaires. Written comments from parents include 'I am pleased with how my child is developing' and 'the childminder has a natural ability to connect with children'.

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

The childminder nurtures children's needs and builds secure attachments so that children are supported and settled. Children ask the childminder to join them as they play, which shows that children are comfortable and happy within the environment. The quality of care for children is good as daily verbal feedback is undertaken with parents. This allows the childminder to respond to children's changing needs on a daily basis. There are strong parent partnerships in place as the childminder liaises with parents to offer consistency of care. For example, when supporting children to become independent when using the bathroom. The childminder is a positive role model and interacts with children on their level. For example, she sits with children on the floor, joins in with their play, supports

them to initiate their own play and role models how to use resources. Children's emotional well-being is supported as the childminder is very nurturing towards children. For example, children begin to understand emotions by using a wall of mirrors in which they observe themselves, reference photographs showing different expressions and talk about how they are feeling. Positive behaviour is appropriately encouraged through role modelling, encouraging children to be responsible through making choices and giving children consistent praise when they have completed personal achievements. These strategies help children to build a good level of self-esteem and support positive behaviour.

The childminder gives a high regard to safety and undertakes regular risk assessments to minimise risks for children. Risk assessments cover multiple aspects of the provision indoors, outdoors and while on outings. For example, when on outings, the childminder ensures that she takes a mobile phone and emergency contact details for children's families, and uses identification bracelets to help keep children safe. She also considers safe practice as she has a pet dog. For example, the childminder ensures that outdoor areas are clean and disinfected regularly. In addition, she has also considered potential risks when her assistant is left alone with the children. For example, she has documented children's emergency contact information in one reference book so that in the event of an emergency the assistant will quickly be able to make contact with parents. The childminder has effective procedures in place which support safety. For example, a visitors' book is in use and visitor identification is checked. Children are building a knowledge of risk through the opportunity to take part in regular emergency evacuations. Children's independence is supported. For example, they are encouraged to use a knife at lunchtime and to cut up pieces of fresh fruit. The childminder supervises children well and role models how to use a knife safely. There are a range of age-appropriate resources available for children which enhance their learning. For example, the outdoor area has a sensory wall which children feel as they explore different textures. The wall includes meaningful text, such as the words 'rough' and 'smooth'. This helps children to build their understanding.

Children learn about healthy lifestyles through daily access to the outdoor area, walks in the local environment and visiting soft play centres. For example, they visit groups at the children's centre where they can play with different resources and enhance their social development as they meet new children. The childminder prepares home-cooked food each day. Menus include a variety of fruit and vegetables and are developed through working with parents to discuss children's preferences. All dietary requirements are discussed with parents prior to children starting. The childminder supports children through change well. For example, she supports children to prepare for going to school by sharing books with them about starting school. This gives children an opportunity to discuss and be emotionally prepared for the move to school. The childminder has links with local schools and ensures that information is shared with teachers prior to children starting school to offer consistency of care. This shows that the childminder has a good understanding of how to support children as they move to school.

provision

The childminder has a good knowledge of effective safeguarding practice and has developed procedures to keep children safe. For example, the childminder and her assistant have attended safeguarding training, she is fully aware of the relevant authorities to contact should she be concerned about a child's welfare, understands the importance of whistleblowing and ensures that she documents emergency contacts for children if parents are unable to collect their children. Children are well supervised; consequently, they are suitably protected. For example, the childminder ensures that children are kept safe indoors by making sure that cleaning materials are safely stored away and safety gates are in place prior to children arriving. In addition, the childminder keeps thorough records of attendance, accidents and administration of medication. These procedures help to further protect children and promote their welfare. The childminder and her assistant have had appropriate suitability checks undertaken.

The childminder has a good knowledge of how to support children in their learning and development. She plays with children at their level, follows their interests and provides age-appropriate activities which motivate and interest children. The childminder monitors children's development, and in turn the effectiveness of her practice, by regularly reviewing children's achievements. This means that any gaps in children's learning are identified so that effective support can be put into place. The childminder works closely with her partner, who is also her assistant. She monitors the assistant through regular discussions at supervision. In addition, she makes sure the assistant is fully involved with practice, by for example, taking part in emergency evacuations and reading through policies and procedures. The assistant has undertaken training in safeguarding and first aid. However, there is scope to improve opportunities for continued professional development. This will further enhance the knowledge of the assistant and impact positively on children's learning. The childminder reflects on activities and is able to identify how she will enhance and develop them to support learning further. She is keen to continue with her professional development and has recently attended training on supporting speech and language, expectations of behaviour and supporting with children with special educational needs. This practice enhances children's learning as the childminder is refreshing and updating her knowledge.

The childminder uses self-evaluative practice to identify areas of strength and weakness. She is proactive in addressing areas that require further development. For example, she uses parent questionnaires and acts on parent feedback and suggestions, such as developing a newsletter and adapting menus. The childminder also takes into account the views of older children she cares for in order to offer activities based on their interests. She has identified areas that she wishes to further enhance in the future; these include renewing older resources used in the outdoor area. In addition, the childminder has been proactive in addressing all recommendations raised at her previous inspection. Good partnerships are in place. For example, the childminder liaises with staff from local schools and other childminders when she attends network meetings, and receives support from local authority advisers. The childminder is fully committed to working in partnership with parents and values the contribution of parents in their child's learning. These partnerships

enhance all aspects of children's individual needs.

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	EY338104
Local authority	Manchester
Inspection number	967943
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	12
Name of provider	
Date of previous inspection	26/08/2009
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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