

Inspection date

30/07/2014

Previous inspection date

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 quality of teaching is good. The childminder accurately assesses children's progress and effectively plans for their next steps in learning. This ensures children are well challenged and make good progress in their learning, in readiness for their next stage of education.
- Links with parents are well established. She keeps them well informed about their child's achievements. As a result, parents are involved in their child's learning.
- The childminder has a good understanding of her responsibilities in meeting the welfare and safeguarding requirements. As a result, the safety and well-being of the children is actively promoted.
- The childminder is patient and gentle. Children are happy and content with the childminder, which has a positive impact on their self-confidence and emotional well-being.

It is not yet outstanding because

- There is scope to enhance children's early literacy skills in the outdoor area by providing more examples of print, which can use to extend their 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main downstairs rooms and the garden.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector undertook a joint observation with the childminder during the morning.
- The inspector looked at children's assessment records and planning documentation, website and a selection of policies and children's records.

Inspector

Nicola Kirk

Full report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and one child aged three years in a house in the Levenshulme area of Manchester. The whole of the ground floor, one bedroom and bathroom on the first floor and the rear garden are used for childminding. The childminder attends a toddler group 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 four 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 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- enhance children's early literacy skills, for example, by providing more print in the environment, such as recipes that children can use as props in the mud kitchen.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She provides children with a broad range of fun activities that cover all areas of learning. Consequently, children are happy, relaxed and make good progress in the childminder's care. Teaching is good. She helps to develop children's learning through the thoughtful planning of the continuous provision of the play resources. As a result, children are fully engaged in play and return to resources to practice skills. The outdoor resources currently reflect the children's interest in sea creatures and measuring. There are sea life creatures in the water tray and a new set of scales in the mud kitchen. They are confident to make choices and to transfer resources around during play to support their play ideas. For example, they move water from the water tray into the mud kitchen. However, children have fewer opportunities to see more examples of print in the outdoor area to further extend their early literacy skills as they play.

The childminder has a good understanding of how younger children learn through sensory play and she provides exciting opportunities for the children to play and explore with mud, water, lentils and grated soap. She extends these opportunities for older children by encouraging them to think and talk about what will happen next and describe changes in materials. Children make good progress in speaking and listening as the childminder is skilled in developing children's vocabulary through the rich environment and asking good

open-ended questions that encourage the children to think and reflect.

Effective partnership working with parents from when children start means that the childminder is able to obtain information about children's starting points and interests and use this to inform her planning. The childminder shares with parents information about the Early Years Foundation Stage and her policy on working together to support their child's progress. She maintains individual children's records of learning. These records contain observations and are enhanced by photographs. The next steps are planned to help children move forward with their learning. She shares these with parents online and parents contribute their own observations of what their child can do to these learning records. The childminder uses information from parents, other providers and her observations to assess the children's stage of development and to plan to support their continued learning and development. She accurately assesses the children's stage of learning and development. As a result, children are making good progress and are ready for their next stage in learning.

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

The childminder's house is warm and welcoming. Children are secure and settled because the childminder gathers significant information from parents to ensure that children's needs are well met. She gathers information during settling-in visits and daily discussions with parents ensures that information is current. The childminder shares information with the parents verbally and through a daily blog. Parents comment how much they enjoy reading the blog and how useful it is. Children demonstrate how settled they are with the childminder as they confidently talk to each other, for example, at mealtimes they talk about what they liked eating when they were babies. The childminder is very gentle and caring and children enjoy lots of cuddles and reassurance from her.

Behaviour is good because the childminder is consistent in how she models good behaviour with clear expectations. She is an excellent role model, who supports children to play well with each other. Consequently children are relaxed and happy and they play very well with each other, collaborating and working together to solve problems. For example, one child holds the funnel so another child can pour water into a bottle. Children understand how to keep themselves safe because the childminder discusses why they need to be safe and ensures that they understand this. For example, she talks to children about road safety as they are crossing the road. Independence is well supported. Children put on their own shoes to go out to play in the garden and younger children confidently peel their own tangerines.

Children choose which room they want to play in, and they move confidently between the two playrooms. The childminder ensures they play regularly in the garden. They are developing good physical skills as they bounce on the trampoline and help to plant seeds. The childminder takes the children regularly to local parks, farms and a local gymnastic centre, where the children get plenty of exercise by walking there and have the opportunity to take risks on larger equipment. They discuss food as they eat their lunch, and demonstrate a good understanding of what is healthy. Children's good health is promoted because the childminder follows good hygiene procedures and practices.

Children are encouraged to wash their hands, and have their own towels to avoid the spread of germs. The rich and varied environment gives children confidence to explore and learn in a safe but challenging environment. Children's move to school is well supported by the childminder. The children regularly visit local toddler groups where they have the opportunity to socialise with other children. They become familiar with the local school during daily pick up as well as attending special events at school.

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

The childminder has a good understanding of the safeguarding and welfare requirements and the correct procedures to follow should she have concerns about a child's welfare. She has recently attended safeguarding training, which has led to her improving her paperwork even further to ensure children are well safeguarded. The childminder is aware of the procedures to notify Ofsted of any changes. Consequently, children are protected from harm. Policies and procedures are in place and are shared with parents. The childminder helps to protect children from harm by ensuring her home is safe, clean and well maintained. Risk assessments are documented to help her monitor potential risks. She uses equipment at the setting and on outings to protect children from harm. For example, safety gates prevent young children having free access to the stairs and the kitchen door is locked when not in use. The childminder is very organised and records are maintained as legally required, to support children's well-being. Where possible the childminder tries to reduce the amount of paper she uses. For example, the daily diary is provided in a secure online blog and registers are done on a computer.

The childminder has a good understanding of her responsibility to implement the learning and development requirements of the Early Years Foundation Stage. The childminder monitors children's development regularly and completes regular assessments, which she shares with parents. She uses a tracking tool to monitor their progress towards the early learning goals and any gaps in learning are easily identifiable. The childminder reflects on her practice, the environment and her resources continually. She has an action plan, which helps her to address her strengths and areas to improve and she strives to provide the best she can for children. The childminder seeks the views of children and parents to help achieve this. The childminder's action plans for continuous improvement includes attending training, in order to continue to develop her childcare knowledge and practice.

The childminder is committed to partnership working to help her meet children's individual needs and to support them in reaching their full potential. Parents receive good quality information to ensure they are fully informed about the organisation of the provision and their child's care and education. Parents report that the childminder supports children's learning and development very well. The written comments include, "I feel glad she is so happy and well cared for" and 'he has an interesting, fun and varied time in your care'. The childminder works well with other childcare providers to promote continuity and progression in children's learning and development.

The Childcare Register

The requirements for the compulsory 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	EY447550
Local authority	Manchester
Inspection number	896170
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
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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