

Inspection date

Previous inspection date

01/08/2014

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 on offer cover all areas of learning and children are motivated through the interesting and challenging experiences that meet their individual learning and development needs.
- The childminder builds positive relationships with parents and keeps them informed and involved in their children's care and learning.
- The childminder has a good understanding of her responsibility for protecting and safeguarding children. She has clear policies and procedures, which are embedded into the daily routine, to ensure children are kept safe.
- Children are valued and respected as unique individuals. They feel safe and secure while in the childminder's care and confidently seek additional support, comfort and reassurance if required.

It is not yet outstanding because

- Children do not always experience an environment which promotes their awareness of language diversity, cultures and religions of the world.
- The outside area lacks visual stimulation and environmental print, such as text and posters, consequently limiting learning opportunities to further support children's developing literacy skills.

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 toured the areas of the home used for childminding. She observed the interaction and learning between the childminder and the children during activities indoors and outside.

- The inspector checked evidence of suitability, and qualifications of the childminder, and the provider's self-evaluation and improvement plan. The inspector took into account the verbal and written feedback of parents.

- The inspector sampled a range of documents which cover the learning and development requirements including observations, planning, and assessments. She also viewed emergency contact information, enrolment forms and written risk assessments.

Inspector

Lisa Maidment

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their two children, aged 12 and four years, in the Blackley area of Manchester, close to shops, parks, schools and public transport links. The whole of the ground floor is used for childminding purposes, with the additional use of a first floor bathroom and main bedroom. There is an enclosed rear garden for outdoor play. The childminder attends toddler groups, uses the local parks and visits the library and shops 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. The childminder provides care Monday to Friday from 7.30am to 6pm, all year round with the exception of family holidays and bank holidays. The family has a dog and a rabbit.

What the setting needs to do to improve further

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

- increase the use of print, books and resources, which reflect the language and cultural diversity of different countries and religions, so that children gain a wider appreciation and understanding of the world around them
- extend children's literacy skills by providing stimulating visual resources and environmental print in the outside play areas.

Inspection judgements

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

The childminder ensures children make good progress because she understands how they learn and develop. She uses children's interests to build on and extend their knowledge to become competent learners. Her in-depth knowledge of the learning and development requirements of the Early Years Foundation Stage ensures she provides activities which are stimulating and interesting. Children engage well because they are motivated through challenging experiences. For example, to improve communication skills, young children are encouraged to learn new words. The childminder introduces a word for the young child to copy. She plays with the related toy while using the word repeatedly. The child is then motivated to learn because the childminder makes the activity fun. She claps her hands and praises children when they repeat the word correctly and extends their learning by describing the colour. As a result, children learn good communication skills ready for their next stage of learning.

The childminder uses observations, assessments and planning to inform children's

progress. Taking photographs during activities, she successfully highlights children's appropriate stage of development and the next steps of their learning. The childminder uses effective teaching through demonstration, role modelling, and good communication, to ensure children remain eager to learn. For example, the childminder asks questions, such as 'Where is my nose?', to identify very young children's understanding of language. She broadens their knowledge by asking them to touch various parts of their face which she identifies. Children repeat the words back to her, linking their understanding with the activity. Communication with parents is good. Using initial observations, along with parents' views, the childminder is able to benchmark children's attainments when they first start attending. Consequently, children are fully supported in their learning in preparation for school.

The childminder's home is open and inviting. There is a good amount of space for children to play. Resources are accessed by young children and they are able to make choices in their play. There is a good amount of toys to play with that reflect the different ages of children that attend. However, there are fewer resources to fully reflect language diversity and other cultures of the world to help children to gain a wider understanding of the world around them. There is a garden which children access daily to get fresh air. They have opportunities to bounce on the trampoline, or slide down the slide, hide in the tent or play in the play house. However, although text and numbers are displayed throughout the home, with various pictures and books, this is not yet extended into the outdoor environment. Therefore, this has limiting opportunities for those children who learn best outdoors.

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

The childminder ensures children's self-esteem is promoted to aid their well-being. She uses praise and encouragement when children achieve their goals. The childminder encourages children to sit on her lap when they read stories together, which helps them to feel comfortable in their surroundings. She cuddles them when they feel sad or unsure, to give them confidence. The childminder uses intonation in her voice when she praises children which enables young babies to feel confident. For example, when a young child speaks a new word, the childminder claps her hands with excitement and says 'Well done!', allowing the child to express their emotions through smiling and being eager. Children's behaviour is good. The childminder uses positive reinforcement to help children understand if their behaviour is inappropriate and they sit down together to discuss the related issues. Positive rewards are given to congratulate children when they achieve as the childminder acknowledges their emotions and builds their confidence.

The childminder has good routines throughout the day. She encourages children to put on their own coats and shoes. Children are supported by the childminder when sitting at the table during meals and snack times to promote good manners. Young children have the use of high chairs, where they feel safe and confident in learning how to use cutlery appropriately. This helps them to become independent and learn good social skills. Snacks are healthy. The childminder encourages children to eat fresh fruit and vegetables every

day. She provides different tastes and textures at mealtimes which encourage children to try new foods. Young babies bring food from home and the childminder sits down with parents to discuss her healthy eating plans. She closely follows the detailed care routines set down by parents which ensure children are looked after well. She communicates their sleep patterns and care through the use of a daily diary for parents. This is a vital communication tool when other family members pick children up.

The childminder takes children to local parks regularly. They access large apparatus to improve their physical development and confidence. Opportunities to swing, slide, climb, and investigate the natural world, help children to learn the vital skills needed for school. For example, children talk about bug hunting and visiting the ducks as they learn about their environment. They take trips to the local children's centre and library where they can ride bicycles and learn more about the world around them. The childminder allows children to take small risks by helping young babies understand how to safely negotiate small steps. She ensures they are supported when climbing the stairs independently and is close behind to help if required. The childminder highlights hazards in the outdoors to encourage children to identify any future dangers which might put them at risk. For example, they become aware of how to cross the road safely when walking to the park. This helps children to stay safe and have a good physical lifestyle, promoting their good health.

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

Safeguarding arrangements are robust. The childminder takes appropriate steps to ensure children are kept safe and secure. She has appropriate policies and procedures in place which underpin her commitment to promoting children's safety. For example, the childminder practises fire evacuations with the children to ensure children know what to do in the event of an emergency. The childminder understands her responsibilities with regard to child protection issues. She can recognise signs of abuse and neglect and knows who she must contact in the event of a disclosure or concern. The childminder meets all the safeguarding and welfare requirements of the Early Years Foundation Stage. She has clear written risk assessments that ensure the home and surrounding areas are safe places for children to play. As a result, children are safe from harm.

The childminder monitors the educational programmes for individual children and records their progress. She quickly identifies any gaps in learning and monitors them to ensure children make good progress. The childminder has relevant information for contacting outside agencies, such as speech therapists, to support any child who may not be reaching their expected level of development. This means that any additional support can be secured swiftly. The childminder evaluates her practice. She highlights areas of her service that she would like to improve and looks out for training to attend in order to continue her professional development. The childminder is quick to identify areas for improvement in her practice in order to achieve good outcomes. Consequently, children make good progress in their learning.

The childminder attends the local children's centre where she meets with practitioners from other settings. She chats with other childminders in the local area to exchange good practice. She talks to teachers in the local school to ensure that she can continue the learning for children in her own home. The childminder has good working relationships with parents and has daily conversations about their children to ensure that all expected learning and care needs are met. Parents spoken to at the time of the inspection are very happy with the care and education their child receives. They find the childminder very flexible, helpful and approachable. They explain that she goes out of her way to ensure their child has opportunities for learning that are varied and fun. Therefore, children are very prepared for their next stage of learning due to the teaching and care that the childminder gives.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY467817
Local authority	Manchester
Inspection number	952022
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.

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