

Inspection date	18/08/2014
Previous inspection date	29/01/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 understands her responsibility for the implementation of the Early Years Foundation Stage and the educational programmes. She strives to provide children with a broad and balanced curriculum through skilled teaching.
- The childminder has appropriate arrangements in place to promote healthy lifestyles. She understands the importance of providing nutritious meals and giving children opportunities to spend time in the fresh air and take part in exercise.
- Play materials and equipment are of a suitable design and condition to stimulate children to explore and learn in a well-resourced play environment.
- The childminder can demonstrate her understanding of working in partnership with parents to ensure that every child's individual care needs are met.
- The childminder has a good understanding of safeguarding and child protection procedures, which ensures that children are kept safe.
- The childminder has arrangements in place to reflect on and evaluate her practice. She understands the importance of continuing to keep her knowledge and skills up to date.

It is not yet outstanding because

- Children's awareness of ethnicity, culture, religion, gender and disability are not fully supported in their play and learning in order to enhance their understanding of differences and similarities between people.

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 looked at children's assessment records and a range of other documentation.
- The inspector spoke with the childminder at appropriate times throughout the inspection and checked evidence of her suitability and qualifications.
- The inspector checked suitability of the areas of the premises used for childminding and looked at resources both inside and outdoors.
- The inspector looked at evidence of suitability of household members and a range of other documentation, including the safeguarding procedures.

Inspector
Tracey Frith

Full report

Information about the setting

The childminder registered in 1990 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in the Withington area of Manchester with her husband and son. The whole of the ground floor of the childminder's house is used for childminding activities. There are enclosed front and rear gardens for outdoor play. The childminder has a pet rabbit and fish. There is currently one child on roll in the early years age range. Operating hours are from 7.30am to 6pm, Monday to Friday, all year round, including holidays.

What the setting needs to do to improve further

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

- enhance further the range of activities and experiences offered to promote children's awareness of ethnicity, culture, religion, gender and disability in their play and learning. Provide books and other resources, which represent children's diverse backgrounds to support their understanding of differences in people and society.

Inspection judgements

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

Children are well supported in their learning and development because the childminder has a good understanding of the Early Years Foundation Stage. She has a good awareness of the ways in which individual children learn best and provides them with many opportunities to explore, investigate and to learn through first-hand experiences. For example, children enjoy rides out in the child seat on the back of the childminder's bicycle. She follows children's interests, such as looking at vehicles or visiting animal centres. She takes photographs of the interesting places they visit so they can have fun remembering and reiterating new vocabulary learnt from the experiences and are able to share the photographs with parents. Consequently, children thoroughly enjoy attending the provision and are active learners.

The childminder understands characteristics of learning that children experience from the activities she plans. She skilfully supports children, with effective teaching, to develop their problem solving and extend their good thinking skills through the use of an excellent range of resources, sensory experiences and play equipment, which suits all ages. The childminder knows the children she cares for very well through clear and careful observations. She highlights next steps in children's learning and plans accordingly, taking into account children's individual needs. Consequently, the childminder provides children with a broad range of stimulating activities, ensuring they make good progress towards all areas of learning and promoting readiness for school.

A regular exchange of information helps to keep parents updated on their child's achievements and contributes very effectively to continuity of learning at home. Parents are sensitively questioned during the settling in period, which helps the childminder to identify their children's starting points, routines, characters and interests. Initial information collected is very thorough and learning journals are detailed with each child's history, achievements and progress. The childminder uses a variety of methods of sharing information with parents so learning can continue at home. For example, she completes learning journeys, and uses verbal information about the children's day, phone calls and texts. This ensures parents are fully aware of their children's progress.

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

The childminder provides a comfortable and welcoming environment where children are happy and clearly feel secure. The childminder is skilled in enabling children to form secure emotional attachments, as she gives lots of attention. Effective settling in procedures help to promote children's sense of security and enables them to get to know the childminder and her family over a period of time. She offers cuddles and shows delight in all interactions with the children. The childminder consistently talks to children in a respectful and gentle manner. She provides opportunities for the children to play with a larger group of children through attending activities at the children's centre, park, toddler groups and the library. Consequently, children are making relationships and developing their social skills, which will help to support their future learning in school.

Healthy lifestyles are promoted because children are provided with nutritious food. Milk, water and fruit are available throughout the day. The childminder ensures the environment is kept clean at all times and children's personal needs are met. For example, eating surfaces are cleaned before each use and children know to wash their hands before eating begins. Physical exercise is promoted through the indoor and outside resources that the childminder provides for children to play on, such as the bikes in her spacious garden. Visits to the park enable children to extend their physical activities further on large play equipment, to develop their skills in climbing, jumping, balancing and running. Independence skills are practiced, such as children helping to prepare their own food, then clear away and load the dishwasher. As a result, children are learning to care for themselves and to keep themselves healthy.

The childminder collects a good amount of information on each child, including any dietary requirements, medical history and medical instruction. The environment is stimulating, friendly and mainly well resourced. All resources are stored at a low level to encourage children's engagement. The childminder takes children on outings to explore several cultural festivities in the area. However, there are fewer resources in her home that reflect positive images of equality and diversity to develop children's awareness of difference and the wider world, such as other languages and different types of family structures.

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

The childminder is fully aware of her safeguarding responsibility to protect children and of potential indicators of abuse and neglect. She is clear about the local procedures and has all relevant contact details, should she have concerns regarding a child in her care. The childminder ensures good supervision for their safety. Her home is a safe environment for children and she ensures that they are also safe on outings. Records, such as risk assessments, are maintained, as they are legally required for children's well-being. As a result, children are kept safe.

The childminder demonstrates a good understanding of her responsibilities to implement and monitor the required educational programmes. Observations and assessments effectively demonstrate children's progress in their learning and development. Activities are planned according to the children's age, stage of development and their interests, through a broad and balanced range of experiences and activities. The childminder has a good understanding of how children learn and develops their skills through play. As a result, children make good progress in her care.

A good range of policies and procedures provide parents with clear information about the daily operation of the provision. Sound communication systems ensure parents are kept well informed of their children's care and achievements. The childminder has effectively developed partnerships to enable her to complement the learning that takes place in children's lives when they attend other settings. The childminder is very effective at tracking, assessing and sharing development progress, which will be used as evidence towards the progress checks for children between the age of two and three years. She carries out self-evaluation to ensure her skills and provision are current, in order to provide the best experience for children. She strives for continuous improvement and has completed all the actions and recommendations from her last inspection.

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	500280
Local authority	Manchester
Inspection number	877154
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	29/01/2010
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
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M1 2WD

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