

Inspection date

Previous inspection date

19/08/2014

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

- Children are very happy and feel secure within the setting because strong relationships are formed with the childminder. She clearly knows the children and their individual routines well and responds to their needs effectively.
- The childminder has a good understanding of how to successfully support children in their learning and development. She demonstrates effective teaching skills and organises creative experiences for the children to enjoy.
- The childminder has a good understanding of the safeguarding and welfare requirements, therefore, children's safety is effectively promoted.
- Children eat a good variety of healthy and nutritious meals and snacks and play outside for extended periods of time. This effectively promotes children's health and well-being.
- Parents are involved in their child's learning and they are kept well informed of their child's ongoing achievements. This cohesive approach makes a strong contribution to children's care, learning and development.

It is not yet outstanding because

- Opportunities for children to engage in imaginative role play through the use of make-believe props, are not fully embedded.
- Opportunities for parents to continue the signing of key words with their children at home, are not explored.

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 in the lounge, dining room and outside.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector looked at a selection of documents, including children's records and assessments of learning, policies and procedures.
- The inspector checked evidence of the suitability of adults living on the premises, the childminder's qualifications and self-evaluation form.
- The inspector took into account the written feedback of parents.

Inspector

Joanne Parrington

Full report

Information about the setting

The childminder was registered in 2014 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her partner and her one-year-old child. The whole of the ground floor, a bedroom on the first floor and the rear garden are used for childminding. The family has a cat. The childminder attends a wide range of toddler groups. She visits the shops and the local park on a regular basis. 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 provides care for 47 weeks per year from 7.30am to 6pm, Monday to Friday. She supports children, who speak English as an additional language. The childminder receives support from the local childminding network.

What the setting needs to do to improve further

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

- provide further opportunities for children to engage in imaginative role play, for example, by extending the range of make-believe props
- explore opportunities for supporting parents to continue the use of signing with their children at home.

Inspection judgements

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

The childminder is a knowledgeable and enthusiastic practitioner. She demonstrates a good understanding of the learning and development requirements and how young children learn. As a result, the young children in her care are engaged and motivated in their play. Children make good progress in their learning because of effective procedures for monitoring their development towards the early learning goals. The childminder collects detailed information on children's starting points, which she uses to plan a range of stimulating and interesting play opportunities for them. Through timely and accurate observations, the childminder continues to assess what children are able to do. From this detailed information, she plans activities, which ensure children continue making good progress in all areas of their learning. The childminder has completed learning journal records for all children that highlight their next steps in learning. There is a good selection of toys and resources for the children to use. However, children have fewer opportunities to engage in imaginative role play within the setting, in order to support their developing understanding of make-believe by pretending.

The childminder effectively supports children with their communication and language development. She talks to children while they play and provides a running commentary

during activities and routines. This gives meaning to what the children are doing and reinforces their learning. The childminder further supports children's communication and language skills through signing key words, such as 'please' and 'thank you', at mealtimes. Children are confident at using the signs to express their wishes, as they are at the beginning of their communication and language journey. However, the childminder misses the opportunity to extend this learning further by consistently sharing the signs with parents, so they can continue using these at home if they wish. The childminder uses incidental teaching to extend children's learning, for example, as she changes their nappies, she introduces counting through the use of counting rhymes. This helps children to develop their understanding of numbers in a fun way. A variety of print can be seen in the environment, including dual language labels on resources. This helps the younger children begin to recognise letters and the childminder uses these, to prompt pronunciations of words familiar to them. Children have regular access to fresh air. They investigate the good resources on offer in the large garden and delight in trying the new water trail that the childminder has constructed, using recyclable objects.

The childminder is keen to include parents in the day-to-day life of the setting and their child's learning through daily diary records that detail activities they have enjoyed, alongside notes on their personal care routines. Parents are involved in their children's learning from the beginning. The childminder uses her settling-in procedures to gain information about children's individual needs and abilities and preferences. For example, she uses an 'all-about-me' record sheet alongside informal discussions with parents. The daily exchange of information enables this to continue and encourages parents to be involved in their children's learning. The learning record for each child includes observations, assessments and regular summaries, which are shared with parents to keep them informed of their children's progress and how it can be supported at home.

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

Children are settled and happy with the childminder, as they are sensitively supported with their transition from home into her care. The childminder offers settling-in sessions, gathers written information about each child and completes 'all-about-me' documentation with parents. She uses this information and her own observations, to help her to get to know each child and their likes, dislikes and routines. As a result, children's all-round development and emotional well-being are supported. She creates an emotionally and physically safe environment for children to enjoy, ensuring that she gives each child individual attention, praise and encouragement. The childminder supports children to become socially confident through opportunities to mix with others at different local clubs, which helps them become emotionally ready for future transitions to nursery and school.

The childminder demonstrates a good understanding of children's health and well-being. Children are provided with a variety of balanced and healthy snacks and meals, which increases their understanding of the importance of a healthy diet and lifestyle. The childminder encourages children's independence through day-to-day activities and self-care routines, with all resources being easily accessible, encouraging them to make independent choices. This promotes positive well-being and provides children with a strong sense of belonging. The childminder helps children to learn about keeping

themselves safe through daily activities. For example, she talks to them about interacting with the pet cat appropriately and makes sure that they understand why they should not eat the play dough.

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

The childminder has a thorough knowledge and understanding of the requirements of the Early Years Foundation Stage. Her practice is supported by an effective range of written policies and procedures. For example, the safeguarding policy contains information regarding the use of mobile telephones and cameras. The childminder has attended relevant training, including safeguarding and paediatric first aid. Children are effectively safeguarded as the childminder has a robust understanding of how to protect those in her care. For example, she is well informed about child-protection issues and has the appropriate contact details should she need to refer on any concerns. All the required checks are in place to further safeguard children. They are kept safe in the childminder's care because she supervises them well. She completes detailed risk assessments and puts measures in place to provide a safe, clean environment for children to play in, both at the home and on outings. This demonstrates her good understanding of her role and responsibility towards children's safety and well-being.

Documentation is well organised and readily available for inspection. Registration documentation is clearly on display in the hall. Signed parental consents are obtained to ensure children are cared for according to parents' wishes. Effective planning, assessment and evaluation of activities enable her to continually evaluate her setting, giving consideration to her strengths and areas for development. This means that she has a clear vision for the future and how to improve the service she provides. The childminder has a strong commitment to training and developing her knowledge of good early years practice. She has established links within the community and is part of the local childminding network, which offers support and opportunities to share good practice.

The childminder has strong relationships with parents. She shares information with parents and carers about the Early Years Foundation Stage, along with copies of policies and procedures in their welcome pack, to support their understanding of her provision. The childminder promotes communication with parents through the use of daily diaries and by chatting to them at arrival and collection times. This daily exchange of information, both written and verbal, ensures children's needs are effectively met. There are strong links in place with the local children's centre and playgroups. The childminder fully understands the value of working in partnership with these other professionals, in order to fully support children's progress and meet their needs effectively. She monitors activities and children's learning to ensure they are making good progress. The childminder makes good use of national guidance documents and relevant training to aid her practice, in order to check children's development and guide her planning. She regularly meets with other childminders to seek guidance, information and advice to support this process. The childminder knows her strengths and has robust plans in place to improve learning experiences for children. As a result, learning outcomes for children are good.

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	EY473617
Local authority	Trafford
Inspection number	955837
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	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

