

Inspection date	20/08/2014
Previous inspection date	08/05/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 motivated to learn because the childminder is skilled at teaching and following children's interests. As a result, children are continually absorbed in purposeful play and make good progress in their learning.
- The childminder demonstrates a good understanding of safeguarding policies and procedures, and understands how to report any concerns about children in her care.
- Strong partnerships are in place between parents and the childminder. Children relate well to the caring childminder. Consequently, children settle and form secure emotional attachments, which enables them to feel confident in their surroundings.
- An effective evaluation process shows the childminder is clearly aware of the strengths of her practice and any areas to be developed.

It is not yet outstanding because

- There is scope to further develop the use of a range of teaching strategies, including modelling language for thinking, to enhance the already good opportunities for children to develop their language for thinking and learning.
- There are fewer opportunities for children to see and recognise familiar words in the outside environment. As a result, opportunities to further strengthen the children's very good early literacy skills are not always maximised.

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 children during activities indoors and outdoors.
- The inspector checked evidence of suitability of all members of the household and looked at children's learning journey records and a range of other documentation.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers from information included in the childminder's own parent survey.

Inspector

Dawn Larkin

Full report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her four children aged 24, 21, 19, and 15 years in the Chorlton area of Manchester. The entire ground floor of the property, as well as the first floor bathroom and toilet, are used for childminding. There is a fully enclosed rear garden for outside play. The family has a cat as a pet. The childminder attends a local toddler group. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently 11 children on roll, of whom seven 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 Thursday, except bank holidays and family holidays. She is an accredited childminder, with a level 3 childcare qualification. She is a member of the Professional Association for Childcare and Early Years and receives support from the local authority.

What the setting needs to do to improve further

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

- strengthen the use of a range of teaching strategies, such as modelling thinking skills, to develop children's language for thinking and learning, encouraging them to think and talk about alternative ways of doing things
- develop the use of print in the outside learning environment to further encourage children's interest in literacy.

Inspection judgements

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

The childminder has a secure understanding of the learning and development requirements of the Early Years Foundation Stage. Children enjoy the time they spend with the childminder. Ongoing observations are carried out and the childminder uses information gained from these to make an accurate assessment of children's achievements. As a result, she is able to demonstrate a good knowledge of individual children's development. She knows what their interests are and what they need to learn next. This ensures children's learning is matched to their individual needs and the childminder is able to provide activities that promote their development and which children enjoy. The childminder is clear about children's starting points because she makes a baseline assessment of the child using information gained from their parents. As a result, she is able to plan to move children forward with their learning so that they make good levels of progress. The childminder understands that children learn best when they are active and through purposeful play. Consequently, she makes sure that children are

thoroughly motivated and active learners. For example, children enjoy hunting for slugs in the garden and trying to find where the slugs might live. Teaching is good because the childminder asks lots of open-ended questions to promote thinking skills and follow children's interests. Children are given time to think and respond to her questions. The childminder links children's learning to previous experiences through songs and comments. This helps children to make connections in their learning. However, there is scope to further enhance these good teaching strategies by the childminder modelling thinking skills to develop children's language for thinking and learning. For example, when children are role playing washing the cars outside the childminder asks, 'What else could you use to wash the cars?' After a few moments children find a container to fill with water to wash the cars. This is repeated a few times. The children find the same container to use but do not comment on what they are doing. This is because the childminder has not modelled the language for thinking and learning to encourage them to think and comment about alternative ways of doing things.

Children are given the opportunity to make mistakes, but the childminder ensures that these are corrected in order to prevent misconceptions. For example, when children answer incorrectly about the number of people in their families, she skilfully reshapes the question and supports their counting of family members. This corrects their misunderstanding of how many people there are in their family. Children are fostering an interest in books because the childminder provides them with a good range of books. The childminder reads stories to children asking appropriate questions and encourages the children to participate in the story. She draws their attention to the print on the page supporting their pre-reading skills. However, there are limited opportunities for children to see that words convey meaning when playing in the garden because the outdoor environment is not rich in print. As a result, opportunities to further strengthen the children's very good early reading skills are not always maximised. The childminder knows the children well and extends the children's interest of water play to promote their learning. For example, she provides the children with a range of materials, such as brushes and plastic spray bottles to support their physical development and their interest in making marks. A range of equipment of different sizes encourages the children to investigate the effect of the flow of water when using different sized funnels. As a result, children are obtaining the skills, attitudes and dispositions they need to be ready for school.

The childminder completes detailed and well-organised learning journal folders for each child. These contain information about the child gained from their parents, observations, next steps for learning and photographs as evidence of learning. Parents have access to this information which keeps them informed of their child's progress and they are actively encouraged to share information about their child's learning at home. This means there is shared knowledge about children and a complete picture of children's learning and development is obtained. Daily communication between the childminder and parents ensures parents are informed about what their children have been learning about during the day. The childminder gives parents lots of ideas of how to support their children's learning at home, including leaflets about behaviour, potty training and the Early Years Foundation Stage. These strategies help parents to continue their children's learning and development at home.

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

Children are happy, settled and demonstrate good levels of confidence because the childminder has developed close and caring relationships with the children. In addition, children settle well because the childminder obtains relevant information from parents so that she has a clear understanding of their individual care routines and interests. This ensures children are emotionally prepared for their next stage in their learning. She speaks to parents regularly so that they are aware of their child's day and changing needs. Children enjoy the active involvement of the childminder in their chosen play. She introduces new ideas and provides plenty of praise and encouragement for their efforts. As a result, children feel valued and this supports their self-esteem and emotional well-being.

Children's behaviour is good because the childminder uses a consistent approach and gentle reminders of the expectations for behaviour as required. As a result, children play and behave well because they understand what behaviour is expected of them. The childminder offers lots of positive praise and recognition for children's efforts and achievements, promoting their self-esteem. The childminder's use of appropriate safety equipment, such as safety gates and risk assessments, ensures children are able to explore and investigate their surroundings safely and this supports their feelings of security and self-confidence. They learn about keeping safe as they take part in regular fire drills and the childminder talks to the children about road safety when they are out and about.

The childminder promotes a healthy lifestyle because children have regular access to exercise and outdoor play, along with healthy snacks and meals. Children are learning to be active because they have plenty of opportunities to play in the garden, visit the park and take part in regular walks to the shops and to school. This ensures children have access to fresh air and exercise. Children are encouraged to develop their independent skills with the childminder and are given opportunities to do so. For example, children are encouraged to feed themselves at meal times and the childminder supports this effectively. They also enjoy making their own egg and cress sandwiches, after growing cress with the childminder. This supports their self-help skills and also engages their interest in healthy foods. The environment is suitably organised so that children can make independent choices in their play.

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

The childminder demonstrates a clear understanding of the safeguarding and welfare requirements and of child protection procedures. She demonstrates a good knowledge of child protection and knows the necessary reporting procedures should she have concerns, in order to keep children safe from harm. A range of policies to safeguard children and promote their well-being are in place. All adults within the home have undertaken suitability checks. Relevant records are kept and well maintained, such as, daily registers

of attendance, children's information, accident and medication records. The childminder has suitable policies and procedures, which she effectively implements to help her run her service.

There have been real improvements in the childminder's provision since the last inspection by Ofsted. As a result, she has met all actions and recommendations relating to health and safety and teaching and learning. For example, the childminder now ensures all risk assessments are completed and reviewed in order to identify potential risks to children. She puts actions in place to reduce the potential harm to children and involves older children in the risk assessment process. This ensures they are able to play and explore in safety. The childminder uses a tracking tool to support her in monitoring the children's progress and the effectiveness of the educational programmes. Her use of observations of what the children can do is consistently good and she uses this information to plan and provide good levels of challenge in children's play. Links with other childminders and access to online professional advice enable the childminder to share ideas and improve practice. She demonstrates a positive commitment to improving the service she offers to children and works with the local authority to improve her provision and the outcomes for the children. The childminder has worked hard since the last inspection and has developed good systems of self-evaluation that include the parents and children's views. She is able to identify strengths and weaknesses about her provision and make improvements to further promote good outcomes for the children.

Partnerships with parents are very positive and parents speak highly of the care and the learning the childminder provides for the children. They comment that she provides 'a fun and caring environment for our children to develop'. Parents are provided with a detailed induction pack that includes a range of policies, including the procedure to be followed in the event of a parent failing to collect a child at the appropriate time. The childminder shares with them information about their child's achievements and progress and suggests ideas to support their learning at home. The childminder has built good partnerships with other providers where children attend another early years setting. There is good two-way communication between these settings and information about children's development is shared. This promotes continuity in children's care and learning between settings.

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	EY152101
Local authority	Manchester
Inspection number	819509
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	08/05/2012
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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