

Inspection date	27/08/2014
Previous inspection date	03/11/2008

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

- The childminder demonstrates a good understanding of child development and how children learn. As a result, the quality of teaching is good and supports children's progress across the seven areas of learning.
- The childminder demonstrates a good understanding of how to safeguard the children in her care. She is aware of the possible indicators of abuse and how to proceed should she be concerned about any child in her care. Therefore, children are protected from harm while in her care.
- Partnerships with parents are well established. As a result, the childminder works alongside them to support their child's progress and care needs.
- The childminder demonstrates a good capacity to improve. She evaluates the service she provides and ensures parents are consulted. As a result, she identifies areas for improvement and addresses them.

It is not yet outstanding because

- Children are not always fully supported to think critically because the childminder does not routinely ask open-ended questions. Therefore, she does not maximise opportunities to support children's communication and language 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 had a tour of the premises that are used for childminding purposes.
- The inspector and the childminder jointly discussed the activities and experiences she provides for children.
- The inspector checked evidence of the suitability of the adults living on the childminder's premises.
- The inspector looked at some paperwork, including the policies and procedures and the children's development records.
- The inspector ensured the views of parents were included by reading their comments at the inspection.

Inspector

Karen McWilliam

Full report

Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult child and one-year-old child in Higher Blackley, Manchester. The whole of the ground floor, the 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 and collects children from the local schools and pre-schools. There are currently two children on roll, one of whom is in the early years age group. Children 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 has a childcare qualification at level 3 and 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:

- develop children's communication and language skills further, for example, by asking more open-ended questions.

Inspection judgements

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

The childminder has a secure knowledge of child development and how children learn. As a result, the quality of teaching is good. She provides children with a good range of resources and plans a wide range of activities that ignite children's interests and motivate them to learn. Prior to children's admission, she obtains a wealth of information from parents. This supports them while they are settling and informs the childminder of children's prior skills in order to take their learning forward. The childminder completes regular observations of children and uses this information to plan meaningful experiences that are tailored to their individual needs. In addition, she monitors children's ongoing progress across the seven areas of learning and she understands the requirement to complete the progress check for children between the ages of two and three years. As a result, children are busy and enthusiastic learners. The childminder understands the importance of working in partnership with parents to support the progress children make and encourages and values their input. For example, she speaks to them daily about every aspect of their child's day, welcomes their contributions to their child's planning, suggests activities to support individual children and regularly shares their development files with parents. As a result, they work together to challenge and extend children's learning and development.

The childminder supports children's communication and language skills. She constantly

interacts with them, introducing lots of statements and descriptive words to extend their vocabulary. For example, the childminder tells children that the soil is 'crumbly' and provides a running commentary while they play, such as 'now we are going to plant seeds, then we will get the water'. However, she does not consistently ask children open-ended questions to challenge their thinking. For example, when children tell the childminder that their fruit is cold, she responds by telling them that this is because it was in the fridge. She does not ask children why they think the fruit might be cold. This does not maximise opportunities for children to think critically and problem solve. Regular outings to the library and song and story times further support children to acquire a good acquisition of language. Children's mathematical development is supported well through a good range of planned and spontaneous activities. Children explore shapes in the environment and they routinely use mathematical language in their play. For example, the childminder tells children they have lots of trains and children respond by saying 'no, I have only got five'. They learn about big and little when they correctly stack animals according to their size. Children explore weight while baking and learn to sort and categorise while they play with construction bricks and order them correctly according to colour, shape and size. In addition, a good range of resources, such as jigsaws, sand and water toys and shape sorters, also contribute to children developing good mathematical skills.

Children have access to a good range of tools to make marks, such as pens, pencils, chalks and paints. In addition, they enjoy writing and drawing on the aqua mat. Children play phonic games on the interactive tablet; they sound out letters with the childminder and they explore print in the environment. As a result, children develop good literacy skills. The childminder supports children's physical development well. She provides a wide range of tactile experiences for children to explore, such as play dough, cornflour, shaving foam and digging in the soil. These activities support children to develop their small muscles. They play with balls and wheeled toys, and have space to run around in the garden. In addition, regular outings to the park, where children access a wide range of equipment to test and challenge their skills, further contribute to their developing good physical skills. Children develop a good understanding of the world. They learn about growth as they plant and care for their own plants and vegetables. Children learn about different roles people have while they are out and about. They try out different roles, such as doctors, as they dress up and engage in role-play activities. In addition, children explore a wide range of festivals and play with resources that positively portray diversity. As a result, children learn to respect themselves and others and value the diversity of the world in which they live.

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

The childminder provides children with a relaxed and welcoming environment. She obtains lots of information from parents during initial visits, such as children's routines, dietary requirements and health needs. The childminder then uses this information to support them while they are settling. Individualised programmes ensure children are happy, confident and form strong attachments with the childminder before they are left in her care. Children show they feel secure by chatting away to her and welcoming her into their chosen play. The childminder understands the importance of ensuring children are emotionally prepared when the time arrives for them to move on to the next stage of the

learning.

The childminder is a good role-model for children; she praises children often and acknowledges their achievements. Consequently, children are polite, courteous and well behaved. The childminder ensures children develop a good awareness of how to keep themselves safe. For example, she teaches children about road safety while out and about and they take part in regular evacuation practises. As a result, children know to keep hold of the pram when crossing the roads and they know how to proceed in an emergency, such as a fire. The childminder fosters children's independence well. For instance, she encourages them to do things for themselves, such as putting their own coats on and helping to sweep up at the end of an activity. Children have access to a good range of safe, age-appropriate and clean resources that they confidently select from, which ensures they make choices in their play.

The childminder effectively supports children's health. She prepares healthy and nutritious meals and snacks and ensures children have fruit and vegetables every day. Furthermore, children grow their own vegetables and bake with the apples collected from the apple tree in her neighbour's garden. The childminder ensures children play out daily so they benefit from exercise in the fresh air. In addition, she takes them swimming. This also contributes to keeping children active. Children play in a clean and tidy environment and wash their hands before meals and after activities. Therefore, children develop healthy habits that support them to lead healthy lifestyles.

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

The childminder demonstrates a good understanding of the safeguarding and welfare requirements. She has a good awareness of the possible indicators of abuse and how to proceed should she have any concerns about a child in her care. The childminder is also clear about the procedures she would follow should there be any allegations made against her or any other adult living on the premises. Daily checks and risk assessments ensure the environment is safe for children to play and explore in. In addition, a good range of safety equipment, such as stair gates, a smoke alarm and a fire blanket, also contributes to keeping children safe. All the required documentation that underpins her good practice is in place. As a result, children are protected from harm while in her care.

The childminder demonstrates a good awareness of the learning and development requirements. She monitors the educational programmes well to ensure they motivate children and cover the seven areas of with sufficient breadth and depth. The childminder evaluates her service and ensures the views of parents are included through regular discussions. She identifies priorities and then targets them for improvement. In addition, she has addressed all the recommendations from her previous inspection. As a result, she has developed her observation, assessment and planning processes in order to plan the next steps in children's learning and now maintains development files for children, which she shares with parents. The childminder has improved her understanding of supporting children who speak English as an additional language. Therefore, she is more confident. Furthermore, she has addressed self-evaluation and is now able to identify the strengths

and weaknesses of her service. The impact of these improvements has raised the quality for children and strengthened her partnerships with parents.

Partnerships with parents are positive and comments in evaluation forms indicate how happy they are with the service they receive. They say they are 100% happy with the childminder and the activities she provides for their children. Furthermore, she demonstrates a very good understanding of the advantage of liaising with teachers and other early years providers when the time arrives for children to move in to the next stage of learning, such as nurseries and schools. This ensures teachers are suitably informed in order to meet children's needs and provide a complementary approach to their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY246284
Local authority	Manchester
Inspection number	877493
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	03/11/2008
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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