

Inspection date	29/08/2014
Previous inspection date	29/10/2008

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 has a good understanding of the Early Years Foundation Stage engaging children in learning through purposeful and developmentally challenging activities. This means that children make good progress as teaching is effective.
- Children enjoy positive relationships with the childminder as she responds to their needs, therefore children's emotional development is well supported.
- The childminder undertakes self-evaluative practice to identify areas for development. All recommendations from the previous inspection have been addressed. This means that the childminder is committed to making positive change.
- The childminder has secure knowledge of the effective safeguarding procedures. She is aware of the appropriate authorities to contact should she have any concerns about a child's welfare. Consequently, children are well protected.
- The childminder is fully committed to establishing purposeful partnerships, with parents and other professionals. Therefore, children's needs are well met.

It is not yet outstanding because

- Although the childminder is dedicated to enhancing her skills she does not always astutely target training that will strengthen her practice and meet children's emerging needs.
- There is scope to extend further the partnership with other settings such as schools, to promote continuity in learning.

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 and children at play throughout the inspection.
- The inspector spoke with children and the childminder throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and undertook a joint observation with the childminder.
- The inspector checked evidence of qualifications and suitability of the childminder and all adults in the household. The inspector discussed the childminder's self-evaluation plans.

Inspector

Elisia Lee

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her three adult children in the Burnage area of Manchester. The play room, lounge, first floor bathroom and toilet of the childminder's house are used for childminding. There is an enclosed garden for outdoor play. The childminder takes children on visits to the park, library and playgroup. She supports children who speak English as an additional language. The childminder takes children to and from the local nursery and primary school. There is currently one child on roll who is in the early years age range and attends for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder also offers overnight care and weekend care.

What the setting needs to do to improve further

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

- target training opportunities which will strengthen the provision and respond to the emerging needs of children
- extend the partnership working with other providers such as schools, in order to further promote continuity in children's learning.

Inspection judgements

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

The childminder has a good knowledge of the Early Years Foundation Stage and plans activities based around children's interests and developmental stage. Children are active learners and enjoy participating in the activities which are on offer. For example, children enjoy playing in the outdoor role play area. This area is designed as a kitchen and children enjoy pouring and mixing coloured rice together. In addition, children enjoy blowing bubbles and observing them as they travel in the wind, giggling as they burst. Children also have the opportunity to take part in child-initiated play. For example, children explore different textures in a treasure basket and enjoy sensory play. This ensures that there is an appropriate mix of adult-led and child-led activities. These learning opportunities support children in moving towards the early learning goals and gaining the necessary skills in preparation for school. Educational programmes cover the seven areas of learning. The childminder observes children as they play to ascertain their developmental stage. The childminder then identifies children's next steps in learning and plans activities to help them progress. The childminder monitors children's progress to ensure that any gaps in learning can be quickly identified. This means that there are effective systems of

assessment in place and that children's learning needs are well met.

Teaching and learning is good. The childminder supports children's developmental needs and further reinforces their developing skills through effective teaching and the provision of targeted activities. The childminder provides a running commentary for younger children, poses questions and role models language to support communication skills. She also supports children's problem solving skills and understanding of mathematics by asking children to identify resources of the same colour and match them together. Children then count aloud repeating numbers they have heard the childminder use. This supports children in counting and identifying similarities and differences. Children freely access resources and initiate their own play. For example, children enjoy selecting and reading books with the childminder and laugh as they make different animal noises. The childminder enhances all aspects of children's day, by promoting learning in a creative and imaginative way. For example, she prompts children to stand at the window and observe a refuse collection as she knows that children have an interest in transport. The childminder follows children's natural interests and incorporates them into activities, which makes learning fun. For example, the childminder reads books about animals, plays a magnetic fishing game and then plans an outing to the park to feed the ducks. This follows children's natural interest in animals and provides a wide variety of opportunity for children to fully engage. Children who speak English as an additional language are well supported as the childminder liaises closely with parents. The childminder is bi-lingual and supports children by repeating words in children's home language and English, in order to support children's understanding. As a consequence, the impact of teaching on all children's progress is good.

There are purposeful partnerships in place with parents. The childminder offers staggered starts to children. This means that children and parents can visit the childminder multiple times before starting at the setting. This allows parents to share information about their children so that secure attachments can be made prior to their child receiving care. Parents are kept well-informed about their children's progress through effective methods of communication. For example, the childminder uses a daily communication book, sends emails and has daily verbal contact. Parents are invited to be part of the assessment process through contributing to the baseline assessment and discussing skills that children are exhibiting at home. The childminder has not yet completed a progress check for children between the ages of two-and-three years, but has a document in place to facilitate this. Parents are involved in home learning as the childminder keeps parents fully informed of future planned topics.

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

Secure attachments are in place and positive relationships help to enhance all aspects of children's development. Children are extremely settled and happy, even when they are new to the setting. The childminder is very caring and nurtures children's needs well. For example, as the childminder changes a child's nappy she maintains eye contact and sings to the child. The child copies the language that the childminder uses and giggles as they enjoy repeating the same phrases. This shows that children feel secure and are happy in the environment even during personal care routines. Relationships with parents ensure

that children's changing needs are understood on a daily basis. The childminder is a positive role model for children and they invite her to join in with their play. For example, she enthusiastically joins in outdoor play, supporting children to develop their physical skills by using pedals on a go-kart. Children are very well behaved. The childminder reinforces this through providing consistent praise, working in partnership with parents and having routines in place which support children's self-esteem and confidence. For example, the childminder praises children as they collect their shoes for outdoor play and attempt to zip up their jackets.

There are effective procedures in place to identify and minimise risks for children. The childminder has written risk assessments in place, which cover all areas of the provision and undertakes daily safety checks. For example, she ensures that safety gates are in place, cleaning equipment is safely stored away and door keys are out of children's reach. In addition, the childminder considers potential risks when on outings. For example, she makes sure that she has a first-aid kit, mobile phone and emergency contacts for all children should there be an emergency when on an outing. This shows that the childminder is able to minimise risks for children in her care. The childminder has effective procedures in place, which support safety. For example, a visitors book is in use and visitor identification is checked. Children are building a knowledge of risk through the opportunity to take part in regular emergency evacuations. Children's independence is supported. For example, children are encouraged to access their own drinks and choose their own resources to support their play. There are a range of resources available for children, which provide age-appropriate challenge.

Children learn about healthy lifestyles through daily access to the outdoor area and walks in the local environment. In addition, children visit playgroups and enjoy sessions in a sensory room within a local children's centre. The outdoor area offers a range of activities, which further support children's interests. For example, children explore playing with sand and water and listening to environmental sounds such as, a wind chime. All food is freshly cooked on the premises each day and includes healthy menus incorporating fresh fruit and vegetables at every mealtime. All dietary requirements are discussed with parents prior to children starting. The childminder supports children through change. For example, she shows children local school environments and looks at books with children. Consequently children are emotionally prepared for the move to school.

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

The childminder has a good knowledge of her safeguarding procedures and is aware of the appropriate authorities to contact should she have concerns about a child's welfare. She has attended safeguarding training and has developed a written policy outlining her procedures. The childminder has good safeguarding practices in place. For example, she ensures that she personally opens the door to all visitors and checks their identification before allowing them on the premises. The childminder supervises children well, this means that children are well protected in her care. The childminder keeps thorough records of attendance, accidents and administration of medication. These procedures help to further protect children and promote their welfare. The childminder and all adults living

in the household have had appropriate suitability checks undertaken.

The childminder has an effective understanding of how to support children in their learning and development. Assessment procedures are consistently in place which means that any gaps in learning can easily be identified and addressed. Activities incorporate all areas of learning, so that children develop the skills they need as they progress towards the early learning goals. Children are interested in learning and remain motivated as the childminder plans activities to support children's natural interests. The childminder is able to use reflective practice to identify how she can develop activities and enhance children's learning. The childminder attends training. For example, she has attended training on child neglect and equality and diversity. However, there is room to use training opportunities more effectively, for example, targeting training which relates to children's emerging needs such as, speech and language development. The childminder is a member of an early years on-line forum and subscribes to a monthly early years magazine. This shows a commitment to keeping updated on revised information. Consequently, children's learning is enhanced.

The childminder undertakes regular self-evaluation of her practice, in order to identify areas for development and continually drive improvement. This allows the childminder to evaluate her practice to provide better support for children. All the recommendations from the last inspection have been addressed. For example, the childminder now completes robust risk assessments, establishes children's starting points on entry and has improved self-assessment systems which clearly identify targets for future improvements. Good partnerships are in place. For example, the childminder liaises with other childminders when she attends local groups and receives support from the local authority adviser. There is scope to further extend partnerships with other providers, such as school, to support children's continuity in learning. For example, by regularly discussing children's achievements and areas for development. The childminder is well informed about children's needs as there is a strong commitment to working in partnership with parents. The childminder values parental input into her setting and regularly asks for parents' views through questionnaires. As a result, children's needs are well met.

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	EY366161
Local authority	Manchester
Inspection number	821128
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	29/10/2008
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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