

<b>Inspection date</b>	02/09/2014
Previous inspection date	13/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## **The quality and standards of the early years provision**

### **This provision is outstanding**

- Assessment at all ages is precise and focused, leading to secure and timely interventions and support, based on a detailed and comprehensive knowledge and understanding of the child and their family.
- Children show their thorough enjoyment of the planned activities and they are acquiring excellent communication and language skills, and are highly effectively supported in their physical, personal, social and emotional development.
- Highly successful strategies engage all parents in their children's learning in the setting and at home.
- The childminder is highly skilled in helping all children form secure emotional attachments and a strong base for helping them in developing high levels of confidence, independence and curiosity, preparing them extremely well for the next stage of their learning.
- The childminder provides a highly stimulating environment with resources accessible to children. These promote fantastic learning opportunities and challenge both in and outdoors, with health and safety central to all the work of the childminder.
- The childminder has an excellent understanding of the responsibility to ensure that the provision fully meets safeguarding and welfare requirements. Highly successful practice ensures that children are kept very safe and secure and achieve the highest levels of attainment.

## 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 different rooms of the provision and the outside area.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at the children's assessment records and planning documents.
- The inspector checked the suitability of the childminder.
- The inspector spoke to a parent by telephone on the day of inspection.
- The inspector held a meeting with the childminder.
- The inspector reviewed self-evaluation documents and policies.

## Inspector

Gary Kirkley

## Full report

### Information about the setting

The childminder was registered in 2005 and when required, employs an assistant to work with her. She lives with her husband and two children aged 12 years and 15 years. The family has a pet dog. They live in a house in Woodhouse Park, Wythenshawe, Manchester close to local amenities including schools, pre-schools, parks and shops. The sitting room and playroom on the ground floor are used for childminding purposes. The bathroom facilities are on the first floor. There is a fully enclosed area available for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Registers. There are currently 13 children on roll aged from one year to 11 years. They all attend on a part time basis. The childminder supports children with special educational needs and/or disabilities and those who speak English as an additional language. The childminder is a qualified nursery nurse. As required, she collects children from the local school and runs a local toddler group. The childminder 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:

- check that outdoor resources are always in the best possible condition for children to use so that they get the most out of them.

### Inspection judgements

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

The childminder is a highly skilled and knowledgeable practitioner who has improved the provision over a sustained length of time so that the standards of care and learning for all children are outstanding. The provision is marked by high expectations of all, in terms of safety, learning and behaviour. On entry, a detailed and comprehensive assessment is made for each child, with extensive information supplied by the parents. This information is then used to construct an individual plan, which shows how each child's needs and interests will be addressed. An excellent range of activities are depicted in photographs for each child to choose to do. When the child feels that they have completed an activity, they understand that they must tidy up the activity resources that they have just used. All resources have specific storage areas and this gives a sense of excellent management and organisation of resources, with children themselves developing a sense of responsibility for tidying away. Detailed records show that all children, including those with special educational needs and/or disabilities, as well as those who speak English as an additional language, make exceptional progress over time, relative to their ages and abilities.

Every activity is logged in each child's book and shown to parents on leaving or taken home, where parents can comment on their child's learning and development, linked to

Early Years Outcomes. Liaison between the provider and the home is highly effective and fruitful for the child. Parents of children with physical or health concerns receive many phone calls during the day from the childminder, to ensure that they are kept fully up-to-date about their child. Parents are grateful for these calls, as they considerably alleviate anxiety and the children also realise that their parents are in close contact. All parents have completed questionnaires about their levels of satisfaction with the provider. Without exception, all believe the childminder to provide the highest standard of care and learning for their children.

Children choose their own activities and these are of a high quality. All children utilise the playroom and outside area effectively. While children play with cars, the childminder offers some excellent suggestions relating to developing children's numeracy skills and is highly skilled at posing suggestions to stimulate children's imagination and extending their vocabulary further. As children play together, the childminder is highly effective at promoting their personal, social and emotional development as she reminds children about rules. The children thoroughly enjoy the childminder's praise and children show high levels of trust in the childminder.

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

All children have positive and secure emotional attachments to the childminder. An older child describes her as being like a second mum. All children show great respect for her and replicate her behaviour. She is an excellent role model who is calm, positive and focussed. At all times she ensured that she can be seen and observes high standards of safety, showing an awareness of the potential risks, which is discussed with children. Food and drink offered is highly nutritious. Sustenance is available on demand and children choose the fruit juice, showing their understanding of healthy eating, which is talked about as part of promoting healthy choices.

Children are able to use the whole of the outdoor area to explore their interests. This ensures that children are able to easily access fresh air. However, these outdoor resources can be susceptible to the effects of the weather, and the childminder acknowledges that she needs to be more prudent in checking that they are always in the best condition for children to make the best use of. A collapsible and self-erecting canopy protects children from the weather. This means that children can flow freely between the indoors and outdoors. Through this, the childminder is able to support all children and supervise at all times. Acceptable behaviour is promoted effectively through sharing, waiting for turns and helping others. Good manners and politeness are rewarded with praise.

The learning environment is highly stimulating, with child-friendly resources readily available. Part of the behaviour management involves children taking responsibility for their own personal hygiene and clearing away their activities. This ensures that they develop a great sense of helping others and the provision, which has exemplary standards of cleanliness and hygiene. Health and safety is central to all of the childminder's work, with children kept secure, without stifling their ability to become independent and to manage risks for themselves. They use their curiosity to explore the different areas available. Extensive and successful links with local schools and the community promote

effective preparation of children for the next stage of their learning and the childminder also runs a toddler group within the community. She talks about 'big school' and its expectations, the uniform and equipment, reducing children's anxieties about the next stage in their learning.

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

The provider thoroughly understands her responsibility to ensure that the provision meets the safeguarding and welfare requirements. It is central to all that occurs in the provision, ensuring that all children are kept safe and secure. The childminder is aware of best practice in child protection and what to do in the event of concerns about the welfare of a child. She has minimised the environmental risks in the setting, regularly checking on resources to ensure their safe usage and the safety of larger apparatus in the garden area. Children develop an understanding of potential risks and operate sensibly and responsibly. The impact is to be seen in happy children who enjoy their learning very much and have effective and appropriate relationships with the childminder and each other, clearly understanding and fulfilling her high expectations.

The learning and development requirements are fully understood and extremely well met. Children's progress is monitored systematically and targets are reset, leading to ongoing and high levels of challenge. There is a well-documented drive over time for improvement. There is a detailed and highly focused process of self-evaluation, which involves the continuous reflection on policies, assessment, recording and reporting. The childminder has improved many aspects of her provision since the last inspection. The outdoor area has been refurbished and is used all year round, which benefits children's learning and good health. The childminder successfully completed a qualification in paediatric first aid in 2013. The evaluation system now in place is successful in identifying the further needs of all children and the progress that they make. As a result of these actions, children are able to make rapid progress given their starting points.

Partnerships with parents are excellent. They feel particularly involved in the evaluation of the provision and kept well-informed of their child's needs, the activities that they undertake and the excellent progress that they are making. The communication systems between the provider and the home are open and honest, ensuring parents feel fully involved in their children's learning and development and contributes significantly to the next stage in the child's learning. Links with outside agencies, such as health professionals, are highly successful in ensuring the highest levels of care for children.

### **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

<b>Unique reference number</b>	EY310335
<b>Local authority</b>	Manchester
<b>Inspection number</b>	820370
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	12
<b>Number of children on roll</b>	13
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13/07/2009
<b>Telephone number</b>	

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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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