

<b>Inspection date</b>	03/09/2014
Previous inspection date	09/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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## **The quality and standards of the early years provision**

### **This provision is good**

- The quality of teaching is good. This is because the childminder has a good understanding of how children learn. As a result, the educational programmes have breadth and depth and support 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. Therefore, children are protected from harm while in her care.
- Partnerships with parents are a strength. Consequently, the childminder and parents work together effectively to support children's progress.
- Self-evaluation is effective. The childminder identifies areas for improvement and addresses them. Furthermore, she consults parents regularly to ensure their views are included.

### **It is not yet outstanding because**

- Children are not always fully supported to think critically because the childminder does not ensure they are routinely asked open-ended questions. Therefore, she does not maximise opportunities to support children's communication and language skills.
- The childminder does not ensure that children have consistent access to tools to make marks and a wide range of materials. This does not provide optimal opportunities for children to choose their own resources.

## 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 completed a joint observation and 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 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged 24 and 10 years in a house in Manchester. The childminder works alongside an assistant. The whole of the ground floor, one bedroom 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. She collects children from the local schools and pre-schools. There are currently five children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She 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:

- extend children's communication and language skills further, for example, by asking more open-ended questions
- enhance children's independence further, for example, by ensuring all the resources are consistently available and accessible, such as a wide range of tools to make marks and different materials.

## Inspection judgements

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

The childminder demonstrates a good knowledge of child development and how children learn. As a result, the quality of teaching is good. She provides children with an excellent range of resources and plans a wide range of activities that ignite children's interests and motivates them to learn. Before children are left in the care of the childminder and her assistant, she obtains a wealth of information from parents regarding their child's likes, dislikes, routines and starting points. The childminder then uses this information to support children while they are settling and to take their learning forward. The childminder completes regular observations of children and she uses this information to plan relevant experiences that are tailored to their needs. In addition, she rigorously monitors their ongoing progress across the seven areas of learning. The childminder also completes the progress check for children between the ages of two and three years. As a result of the good quality learning experiences provided for children, they are busy and enthusiastic learners and they acquire the skills needed for school. The childminder actively encourages and values the contribution parents make to their child's learning and

development. She has introduced numerous strategies to support parents to be involved. For example, parents comment regularly in their child's daily diary and development files. In addition, she has introduced an online observation, assessment and planning system. This means that parents are able to contribute and access their child's files anytime. As a result, the childminder and parents truly work in partnership to support children's learning and development.

The childminder support children's communication and language skills well. She constantly interacts with children and skilfully questions them and she provides a running commentary during activities. However, this is not always consistent, for example, while children are engaged in a painting activity they mix all the colours together. The childminder's assistant responds by telling children that it is brown. She does not ask them what's happening while they are creating new colours as they mix them together. Therefore, opportunities to support children to think critically and problem-solve are not maximised. Song and story times and regular outings to the library further support children to develop a good acquisition of language. The childminder plans a good range of challenging and interesting activities to support children's mathematical development and she routinely introduces mathematical language into their play. They discuss size, shape and quantity as they explore vegetables. For example, the childminder tells children she has half and then a quarter as she breaks carrots. Together they count the pieces and discuss the shape and size, such as round and long. Numbers are clearly displayed in the environment for children to explore. A wide range of equipment, such as jigsaws and shape sorters, also contribute to children developing good mathematical skills.

The planned activities to support children's literacy development are very good. Children use brushes to paint with water outdoors and they chalk and use pens and felt-tips on long rolls of paper. In addition, children explore print in the environment. The childminder also sounds out words and they enjoy regular song and story times. As a result, children develop good literacy skills. The childminder provides children with a wide range of tactile experiences to explore. Children dig in the soil and they manipulate dough, cornflakes and cornflour. In addition, children run and play with wheeled toys outdoors and take part in regular trips to the park. Therefore, children's physical skills are well supported. Children's understanding of the world is effectively catered for. They learn about growth as they plant and care for fruit and herbs. They meet a wide range of people while out and about in the community. They then try out different roles, such as police officers, as they dress up in the extensive range of dressing up clothes. In addition, they play with resources that positively portray diversity. Furthermore, the children's family photos are displayed at their level. They thoroughly enjoy talking about members of their family and looking at photos of themselves at different ages. As a result, children learn about different families; they 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 and her assistant welcome children warmly upon their arrival to her home. During initial visits the childminder obtains lots of useful information from parents,

such as, children's routines, dietary needs and health requirements. She then uses this information to support them while they are settling. During initial visits the childminder ensures she spends time with each child to ensure they are happy and have formed strong attachments with her before they are left in her care. Children show they feel secure by confidently exploring the environment, selecting from the available resources and babies show they feel safe by settling quickly when they are picked up by the childminder or her assistant and smiling happily as they play. The childminder understands the importance of ensuring children are well-prepared when the times arrives for them to move onto the next stage of their learning.

The childminder and her assistant are good role-models; they praise children regularly and always acknowledge them when they demonstrate a caring attitude towards each other. For example, the childminder tells children they are very kind when they share toys. Consequently, children are courteous and very well-behaved. The childminder ensures children develop an awareness of keeping themselves safe. For instance, they learn about road safety while out and about and children regularly take part in evacuation practices. As a result, children learn to cross the road safely and they know how to proceed in an emergency, such as a fire. Children's independence is suitably fostered by the childminder. For example, children take their shoes on and off, they help to tidy up and the childminder encourages them to manage their own coats. However, although children are provided with an excellent range of good quality, safe and clean resources some of them are not consistently available. For example, the childminder does not make pens, paints and a wide range of materials consistently available for children to choose from. This does not maximise opportunities for children to be independent and choose to make marks and be creative.

The childminder effectively supports children's health. She has been on a healthy eating course in order to ensure her menus are well-balanced and nutritious. In addition, children grow their own fruit and herbs which they eat when it is ready. The childminder has also implemented a good range of hygiene procedures. For example, she cleans the nappy changing mat after every use and reminds children to wash their hands when they have been to the toilet. In addition, children benefit from daily access to the outdoors where they enjoy exercise in the fresh air. As a result, children develop healthy habits that support their awareness of leading 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 demonstrates a good awareness of the possible indicators of abuse and how to proceed should she be concerned about the welfare of a child in her care. The childminder is also clear about the procedure she would follow if there were any allegations about her or any adults who live on the premises. The childminder completes daily checks to ensure the environment is safe for children to play and explore in. Furthermore, she has a good range of safety equipment in place, such as stair gates and smoke alarms. This also contributes to children's safety as they explore. Consequently, children are protected from harm while in the childminder's care.

The childminder demonstrates she has a good awareness of the learning and development requirements. She reflects on the educational programmes to ensure they cover seven areas of learning with breadth and depth. The childminder regularly evaluates her service to identify targets for improvement. She ensures the views of parents are taken into account through discussions and questionnaires. Furthermore, the childminder has addressed all the recommendations from her previous inspection. As a result, she has improved her observation, assessment and planning systems to ensure the next steps in children's learning are tailored to their individual needs. The childminder actively encourages parents to be involved in their child's learning and development and she has improved hygiene procedures to ensure children wash their hands when required. The impact of this means children's learning is better supported, her partnerships with parents have significantly improved and children's awareness of leading healthy lifestyles has improved.

Partnerships with parents are positive and comments in questionnaires indicate how happy they are with the service they receive. They say the childminder is like a second mum and they are fully confident in her ability to care for their children. The childminder has a good understanding of the advantage of liaising with teachers and other early years providers. This enables her to support children when the time arrives for them 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	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY301633
<b>Local authority</b>	Manchester
<b>Inspection number</b>	877874
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	09/03/2009
<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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