

Inspection date

Previous inspection date

08/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

- The childminder, together with her staff team, provide a highly stimulating environment with child-accessible resources that promote learning and challenge children both in the inside and outside areas of play. Therefore, children flourish in the very well-organised, safe, welcoming and inclusive environment, which is highly motivating and inspiring.
- The childminder is highly sensitive to the emotional needs and care routines of all children. This helps them form very strong attachments with her and her assistants, supporting their emotional well-being.
- Leadership is inspirational. An astute and well-targeted programme of professional development always focuses on the impact for children; which means that the childminder and her assistants are able to ensure all children make excellent progress from their starting points.
- The childminder is extremely committed to developing and improving her provision. She monitors her practice exceptionally well and takes highly effective steps to ensure outcomes for children are rich, varied and imaginative.
- Safeguarding is outstanding. Staff give consistently high levels of priority to the safety of children and effectively supports children's growing understanding of how to keep themselves safe and healthy.
- Exceptional partnerships with parents, carers and other professionals are fully embedded. This means that children have continuity in their care and learning and are very well motivated to learn.

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 toured the whole of the property used for childminding. She observed activities in the childminder's home and the interaction and learning between the childminder, her assistants and the children.
- The inspector checked evidence of suitability, and qualifications of the childminder and her assistants, and the providers' self-evaluation and improvement plan. The inspector took into account the written and verbal feedback of parents and children.
- The inspector sampled a range of documents which cover the learning and development requirements including observations, planning, and assessments. She also viewed emergency contact information, enrolment forms and written risk assessments.

Inspector

Lisa Maidment

Full report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged five and two years in the Hazel Grove area of Manchester, close to shops, parks, schools and public transport links. The whole of the childminder's house is used for childminding purposes. The childminder attends toddler groups regularly and visits the library and local children's centres. She provides care Monday to Friday, from 7.30am to 6pm, all year round with the exception of personal and bank holidays. The childminder employs two assistants. The childminder and one assistant have an early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children. There are currently 19 children on roll, 14 of whom are in the early years age range. The childminder is a member of the Professional Association for Childcare and Early Years. The childminder has a dog and two guinea pigs as pets.

What the setting needs to do to improve further

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

- Expand the already good practice of information sharing with the local school to aid a smoother transition between the two settings.

Inspection judgements

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

Children make rapid progress with the childminder, because she has an excellent understanding of how children learn. The childminder deploys her assistants effectively to give children superb opportunities to engage in activities, which are interesting and hold their imaginations well. For example, she sets up activities for children to become inquisitive with natural objects and they explore, smell, touch and talk about various items they examine. There are fabulous opportunities to watch squirrels in her garden access nuts she provides in a tree. This stimulates conversation, which enables children to learn new words which are vital for language development. Children thoroughly enjoy and benefit greatly from an inspiring theatre group, who come into the childminder's home. They have fabulous opportunities to sing and dance, listen to stories and engage in imaginative development, which stimulates their thinking and makes connections in their learning. The childminder uses highly effective teaching strategies, which she efficiently models alongside her staff. As a result, children learn and develop at an extremely good rate ready for school.

Activities are focused around individual child's needs and engage them based on their interests. For example, young children take part in music activities, which stimulate them well because the childminder has taken the time to speak with parents, and find out what

passions the children have when they first attend the setting. The childminder has very high expectations of children skills and abilities. Consequently, children extend their learning through continually challenging, yet achievable opportunities. Using detailed photographs and assessments, her tracking of children's progress is meticulous. This allows her to easily identify any gaps in children's learning. Initial assessments form the starting points for the childminder and her assistants to understand children's individual levels of knowledge. This knowledge identifies the organisation and delivery of highly effective and planned occasions daily. The childminder values children's independence about where and when they want to play, especially when choosing to play outdoors. She provides stimulation and opportunities in the outdoors in all weathers. For example, children enjoy digging in the earth and sand, finding bugs in the leaves or under logs, jumping in puddles when it is raining or playing with a large abacus, to help learn the different numbers hanging around the garden. Children move confidently throughout the home and are self-assured when handling equipment, toys and tools. This very much supports all children's learning in preparation for their next stage of development.

The childminder uses all her rooms on the ground floor. There is ample space for children to choose where they would like to play. There are quiet tents, where children can play with highly stimulating sensory toys, or read a story, from a vast collection of thought provoking books in the book area. The excellent resources are stored in boxes which are labelled with pictures and corresponding words that further develop children's already exceptional literacy skills. Resources are also labelled in other languages to help children who have English as an additional language recognise their home language. Interactive posters dotted around the playroom help to extend children's understanding of numbers and body parts. Children take great pride in their work and enjoy showing visitors their creative pieces, which are displayed on the walls. Furthermore, very strong links with parents ensure that they fully contribute towards the learning activities of children. Children squeal with delight as they dance and sing in the bubbles in the garden. Children have lots of opportunities to speak and all staff listens to them consistently. They participate fully in all activities provided because they are stimulating and new. Therefore, children make excellent progress towards the early learning goals.

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

The relationships between the childminder, her assistants and children are superb. This enables children to feel extremely safe and secure. Children's development in personal, social and emotional development is very strong. Children have very solid, emotional and secure attachments with the childminder and her staff. All adults have highly positive and caring attitudes towards the children, which are built on mutual trust. Sensitivity is taken into account when children first settle to ensure they become confident to succeed. Children especially respond to lovely experiences from a masculine perspective, as they rough and tumble on the floor with the male assistant. This encourages their physical development. Children respond to appropriate boundaries in behaviour because all staff are consistent and work together to provide a positive atmosphere. Consequently, all children's behaviour is outstanding. Children become independent very quickly as all the staff encourages children to achieve. For example, children receive copious amounts of positive encouragement and praise when succeeding in putting their shoes on, or during

potty training times. This raises their self-esteem and ensures they have positive experiences in a fun environment.

Children's opportunities to have a sense of responsibility are reflected throughout the childminder's home. There is a very good balance of adult-led and child-initiated activities and experiences. For example, children feed themselves competently at lunchtime using appropriate cutlery and enjoy the homemade meals provided. Younger children are assisted by adults at mealtimes, when required and children choose what they would like to eat. All staff are proficient in acting as effective role models. They demonstrate to children how to wash their hands successfully, before tea and talk with them about how important it is to eat healthy food and have an active lifestyle. Posters displayed in the downstairs bathroom encourage older children to take responsibility for good hygiene practices. The childminder follows routines set down by children's parents initially discussed when children first start attending. Children keep themselves safe by understanding and abiding to the house rules, which apply to all. For example, children do not climb and jump on the sofa in the playroom. Therefore, children keep themselves safe and have active lifestyles, which promote their well-being ready for their next stage of learning.

Children have copious amounts of opportunities to be in the outdoor environment daily. The childminder takes them to places of interest, which build on their imagination. For example, they look for bugs and wildlife in the local woods and build castles out of sand at the seaside. Children have the opportunity to use larger apparatus at the park and the childminder ensures she stays close by for children if required. The childminder researches new ideas, which are forefront to the latest outstanding practices and implements innovative play ideas, which fully support and extend children. For example, the childminder has created her outdoor provision to improve children's physical abilities, and supports taking risks by encouraging children to access the sandpit over raised wood which they can climb over. Consequently, children enjoy the outdoors and take small risks.

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

The safeguarding procedures are outstanding. The childminder successfully prioritises children's safety and has a highly regarded understanding of safeguarding children. All staff have a superb understanding of child protection and what procedures to follow in the event of a disclosure or whistleblowing situation. All staff have undertaken safeguarding and first aid training, and follow strict procedures to protect children at all times. The in-depth policies and procedures are extremely extensive, which successfully underpin daily practice, and the childminder ensures she reviews these regularly in accordance with changes in the statutory framework and other legislation. Highly detailed risk assessments are written for all areas of the property and routine outings. Specific risk assessments are carried out when visiting places of interest. This ensures children's safety is forefront and remains paramount. Robust processes for recruitment ensure that all staff are suitable to work with children. The childminder also monitors their progress of performance and ensures they attend effective training to improve their development. As a result, children are able to play in a highly secure and stimulating environment.

The childminder is inspirational. Her vision for her business is motivational. The self-evaluation of her practice is extremely detailed and highlights a strong importance in maintaining high levels of achievement and success for all children attending. Her strengths are identified in her knowledge of the setting and the way children learn. Any weaknesses identified have a sharply focused improvement plan, which secures continual improvement. Parents, children and staff all feed into the process of evaluation, to ensure a robust and rounded recognition of service. The childminder shares her vision with staff in making a positive contribution to the outcomes of children. The monitoring of the educational programmes is highly detailed. The tracking of individual cohorts of children enables the childminder to identify any gaps in learning and progress. Consequently, the system of evaluation is robust and has significantly impacted on the learning and care given to children. This enables children to make excellent progress in their learning.

The childminder has highly effective partnerships with advisors from the local authority, external agencies and parents. This ensures children's individual needs and additional requirements are met. The childminder also sets up and meets regularly with other childminders at drop-ins and toddler groups, and shares outstanding practice with them. She works in partnership with a foundation teacher at the local school to encourage good transitions between the two settings for children. However, the childminder would like to further this opportunity by having more regular contact with the school, and devise a support system to aid children further in a smoother transition between her and the school. The childminder has fantastic relationships with parents. Highly effective communication diaries are written weekly allowing parents to keep up to date with their child's progress. Photographs of children actively engaging in a breadth of activities provide a lovely snapshot of their child's play in the childminder's care. Parents contribute effectively to the diaries, providing a varied idea about their child's learning and development at home. As a result, children make very quick progress and are extremely well prepared for their next stage in learning, including the move to school.

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	EY438630
Local authority	Stockport
Inspection number	803949
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	18
Number of children on roll	19
Name of provider	
Date of previous inspection	not applicable
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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