

**Inspection date**

11/09/2014

Previous inspection date

09/02/2011

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

**This inspection:**

2

Previous inspection:

2

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 and engages children in active learning through planned activities which support their next steps. This means that children make good progress as teaching is effective.
- Children enjoy close and caring relationships with the childminder as she responds to their needs with a nurturing and caring approach, promoting children's emotional security.
- The childminder has secure knowledge of 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.
- There is a strong capacity for future improvement as the childminder evaluates her practice to identify areas for future development.

**It is not yet outstanding because**

- Opportunities for children to explore a consistently wide range of resources and develop a range of skills in the outdoors are less well promoted.
- Children are not always given enough time to think and respond to questions posed by the childminder.

## 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 views of parents were taken into account by the inspector by reading parental feedback in parent questionnaires.
- 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 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in Levenshulme, Manchester. The whole of the ground floor and the upstairs bathroom and toilet of the childminder's house are used for childminding purposes. There is an enclosed garden available for outside play. The childminder takes children to and from the local nursery and primary school. She attends groups and visits local parks with the children. There are currently eight children on roll, three of whom are in the early years age range and 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.

### What the setting needs to do to improve further

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

- make a wider range of resources available for children to easily access in the outdoor area, to promote their development across all areas of learning
- give children more time to consider and respond to questions posed in their play and learning, extending their skills in thinking and formulating ideas.

## Inspection judgements

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

The childminder has an effective knowledge of the Early Years Foundation Stage and plans activities based around children's interests and developmental stages. Children explore resources and the environment with enthusiasm and are active learners. For example, children enjoy playing with construction blocks with different shapes on them. The childminder engages children as they build with the blocks, asking them to identify the different shapes that they can see. When children are unsure of the correct answer the childminder asks children to think about if the sides are straight or curved. This introduces children to the concept of similarities and differences. There is a good balance of adult-led and child-initiated activities and the childminder follows children's interests. For example, children use their imagination and use cushions as an oven during role play. Educational programmes cover the seven areas of learning well and the childminder undertakes regular observations of children as they play, to identify their developmental stage. The childminder then plans activities which support children's next steps in learning and tracks their progress. The childminder effectively identifies potential gaps in children's learning and targeted input is then given to help children address these areas. Therefore, children

are gaining the necessary skills they need as they prepare for school and are making good progress.

The childminder displays good teaching skills. She incorporates all areas of learning well throughout the day. For example, children develop early mathematical awareness as they eat lunch. The childminder asks them to identify the shape of a cucumber slice and count how many blueberries are left in the snack box. The childminder effectively supports language development through posing questions to children and role modelling language. For example, children enjoy playing with a toy that moves around and the childminder uses the terms 'up' and 'down' which supports children's understanding of positional language. The childminder also supports early literacy skills by encouraging mark making on laminated boards. This is a good strategy as children can easily change and adapt the marks that they make. The childminder uses effective questioning to challenge children and support critical thinking. However, at times she does not leave enough time for children to consider the question and formulate a response. This means that children's communication skills and critical thinking skills are not always fully supported. Children freely access resources and initiate their own play. The childminder then incorporates these natural interests into planned activities. For example, children enjoy threading buttons onto a length of string. The childminder extends this further by introducing threading cards. As a consequence, the impact of teaching on children's progress is good.

The childminder works well with parents and, consequently, parent partnerships are good. The childminder offers gradual admission visits. This allows parents to share information about their child's likes and interests prior to them receiving care. In addition, parents are asked to complete documents about their child's existing abilities. The childminder uses this information to document children's starting points. This means that she is able to plan activities which effectively support children's learning needs from the onset. Parents are kept well informed about their children's progress through effective methods of communication. The childminder provides a daily communication book for each child, uses text messages for communication and has daily verbal discussions. Parents are involved in the assessment process by regular discussion and give feedback when children's developmental files are sent home. Parents are further encouraged to be involved in their children's learning as they are kept informed of planned topics and are able to borrow resources from the childminder. This enhances parent partnerships and further extends children's learning.

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

Secure attachments are in place and children form positive relationships with the childminder. These relationships enhance all aspects of children's development. Children are extremely settled and happy as the childminder nurtures their needs well. For example, children are supported to lie down when they become tired. Children are encouraged to try different foods and they are confident to make their needs known. This shows that children feel emotionally secure and are happy in the environment. Positive relationships with parents ensure that children's changing needs are understood on a daily basis. The childminder is aware of children's individual preferences. For example, she gives children a choice of character cups as they eat lunch, as they like to independently

choose their own cup. The childminder is a positive role model for children and they invite her to join in with their play. For example, children request that the childminder joins them in a role play activity where they act out the scenario of going shopping. The childminder offers constant praise to children and has routines in place which support children's self-esteem. Children's achievements are celebrated by using certificates and positive behaviour is rewarded through using behaviour charts. Children colour in the charts themselves which is an effective behaviour strategy as this provides a visual cue for children. All behaviour strategies are discussed with parents to offer a consistent approach.

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. She also undertakes daily safety checks. This ensure that hazards are minimised prior to children attending each day. For example, the childminder ensures that socket covers are in place, blind cords are out of reach and stair gates are in place. While on outings the childminder ensures that she carries public transport timetables and a fully charged mobile phone should there be an emergency. The childminder has effective security procedures in place which support safety. For example, she ensures that door keys are kept out of reach of children. Children learn about managing risk and build an understanding of their own safety, for example, through participating in regular emergency evacuations. They are also taught about safety as they play, such as how to use scissors safely. Children's independence is supported. For example, they are encouraged to use the bathroom independently and develop their self-help skills, such as taking their own shoes off. There are a range of quality resources available for children, which provide age-appropriate challenge. However, the outside area is not as well set out. The childminder has not made the resources as accessible, and not all areas of learning are fully covered. Consequently, there is room to improve this environment to promote children's all round development outside.

Children learn about healthy lifestyles and being active through access to the outdoor area and walks in the local environment. In addition, children visit the park and soft play centres and enjoy sessional groups at local playgroups. During holiday periods the childminder plans longer trips out, using a variety of public transport, to the museum and zoo. Children provide their own packed lunch from home and the childminder provides daily healthy snacks. These include a variety of fresh fruit and vegetables. Children's dietary requirements are discussed with parents prior to children starting care and the childminder caters for all diets. In addition, children learn about healthy options through growing their own tomatoes in the garden. The childminder supports children as they prepare for changes in their lives. For example, she celebrates when children welcome new-born babies to their family. In addition, she supports children who are getting ready for going to school by reading books and talking about going to school. This helps children to be emotionally prepared for the move. The childminder has made links with local schools and shares meaningful information about children's developmental stage. This ensures that all carers are aware of children's individual care and learning needs.

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

The childminder has a good knowledge of 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, which she shares with parents. The childminder has good safeguarding practices in place. For example, she checks the identity of all visitors before allowing them on the premises. The childminder supervises children well and children are well protected in her care. She keeps thorough records of attendance and has documentation in place to record accidents and the administration of medication. These procedures support the childminder 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 a good understanding of how to support children in their learning and development. Effective assessment procedures ensure that she is able to identify any gaps in children's learning and address them accordingly. Activities cover all areas of learning which ensures that children develop the skills they need as they progress towards the early learning goals. Children are enthusiastic learners and enjoy showing adults their achievements, for example, when completing a puzzle. The childminder identifies areas of strength and weakness and reflects on activities which enhances children's learning. She attends regular training events and discusses practice with other childminders. The childminder has attended training on behaviour management, safeguarding, letters and sounds and training on delivering the Early Years Foundation Stage, specifically for childminders. Consequently, she has a good knowledge of how to promote effective learning and uses strategies to enhance children's learning and development.

The childminder evaluates her practice and is able to identify areas for development in order to continually drive improvements. She has addressed the action and recommendation which were raised at her last inspection. In doing so, she has ensured that she knows who has parental responsibility for each child and has improved her risk assessments to cover all areas a child may come into contact with. Further to these improvements, she is working through a quality assurance scheme and developing new partnerships as children move to nursery. Good partnerships are in place to support children's needs. For example, the childminder liaises with other childminders when she attends local groups and has forged partnerships with staff from local schools as she collects older children. The views of parents are sought through parent questionnaires and daily verbal discussion. Comments on questionnaires are very complimentary. For example, parents comment that they are always informed about activities, that their child has gained in confidence and that children are always made to feel part of the family. There is a strong emphasis on working with parents and sharing information about children's care and learning needs. Partnerships with other settings, including school, contribute well to children's learning. Consequently, children's needs are well met.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	500476
<b>Local authority</b>	Manchester
<b>Inspection number</b>	988738
<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>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	09/02/2011
<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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