

Inspection date

Previous inspection date

23/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children form close and warm relationships with the childminder. They are settled and secure because they are cared for in a positive and encouraging environment.
- The childminder has a thorough knowledge of the children in her care and a secure understanding of how children learn. Consequently, children are making good progress in relation to their starting points.
- Children are kept safe and secure. The childminder ensures her premises are hazard free, and she clearly understands the safeguarding procedures to follow if she has any concerns regarding children's safety and welfare.
- The childminder forms good relationships with children and shares regular information on their individual needs and progress with parents. Consequently, children are well cared for, settled and parents are viewed as key partners in their child's learning.

It is not yet outstanding because

- The childminder does not always give precise explanations to children about what they are doing well and what requires some correction, in order to maximise their ability to understand and consolidate their learning.
- The childminder does not maximise opportunities to develop children's social interaction in her setting, for example, during meal times.

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 spoke with the childminder at appropriate times throughout the inspection and observed play, teaching and learning opportunities inside and outdoors.
- The inspector looked at a selection of documentation, including children's information, risk assessments, certificates, policies and procedures, the childminder's self-evaluation form and suitability checks.
- The inspector spoke to parents and took account of their views of the service provided by the childminder.
- The inspector carried out a joint observation with the childminder.

Inspector

Nicola Eyre

Full report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged nine, six and three years in a house in Moston, Manchester. The whole of the ground floor, the bathroom 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 three children on roll in the early years age group, who attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of Professional Association for Childcare and Early Years and holds an early years degree.

What the setting needs to do to improve further

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

- maximise children's understanding and thinking, by giving clear, precise explanations about their actions, helping them to understand why things should be done and why things happen, thereby, enabling them to consolidate and implement the knowledge and skills in their future learning
- enhance children's enjoyment of snack time, encouraging spontaneous conversation and extending the opportunities to interact with each other and develop their social skills.

Inspection judgements

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

The childminder has a secure understanding of the Early Years Foundations Stage and how children learn. She is aware of the importance of providing activities based on children's interests, and therefore, the childminder seeks to know the children in her care. This knowledge is gained through observing children in their play, discovering the activities that they enjoy, tracking their achievements and the progress they make. This enables the childminder to identify children's next steps in their learning. Consequently, children are provided with a range of planned and freely chosen play experiences across the seven areas learning. This supports them in making ensure as much progress as they can towards the early learning goals. This promotes their future learning very well.

The learning environment is welcoming with a range of interesting resources, such as treasure baskets, which encourage young children to investigate different textures and natural materials. Children are able to access the resources independently and therefore

make choices about their own play. As a result, children's independence is promoted from an early age. During adult-led activities, children are given time to explore resources themselves before the childminder sensitively extends their play. Children's mathematical knowledge is extended as the childminder incorporates counting into the activities that children are engaged in, as well as reinforcing colour knowledge. However, the childminder does not always give an explanation to children about what aspect of their action she is praising or correcting, such as when a child joins in enthusiastically with singing or throws a ball across the room. The childminder offers a verbal acknowledgment of 'well done' or 'no throwing', but does not fully explain what is being addressed. This means that children may not be fully aware of the skills and attitudes they are developing in order to repeat and consolidate this understanding and apply them to future learning. The childminder supports the language acquisition of young children by clearly labelling objects, modelling the words and giving praise when children attempt the word. As a result, children feel secure in attempting to talk. Children enjoy listening to stories and turning the pages themselves which supports them in their early literacy skills.

The childminder has good relationships with parents. She encourages them to share information about their child's learning when they start at her setting and in their daily discussions together. She encourages parents to write observations of children's learning at home and to include these in their child's learning journal. They have regular meetings, where the childminder shares photographs, observations and discusses children's progress and learning needs. Together, they discuss their child's next steps and discuss activities that can be done to support them at home. Parents are also provided with a written summary of their child's learning and development over a period of time. They are encouraged to take the learning journals home to look at with their child and family. Consequently, parents work with the childminder and are kept informed about their child's progress.

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

Children have formed strong attachments with the childminder and have a good sense of well-being. They are happy, confident and engaged in their play even though they have only recently started at the setting. This is because the childminder has a warm and friendly manner and takes time to find out about children's needs and interests from parents. Children and parents attend settling-in sessions at the childminder's home. Children gradually stay for longer sessions dependent upon individual children's needs. This helps the child to become familiar with the childminder, as well as providing an opportunity for parents to share information with the childminder about their child's care needs and learning so far. As a result, the childminder has a good understanding of individual children and helps promote children's sense of security as they make the transition between their home and the setting. This also helps them to cope with change, particularly as they prepare emotionally for the eventual move to school.

Children's behaviour is good because the childminder takes a consistent approach in her expectations regarding how children behave. She rewards good behaviour with positive comments and stickers to support children in understanding her expectations. The childminder enhances children's confidence and self-esteem by praising the children when

they try hard or achieve. The overall atmosphere is one of calm, so children are happy and focused during their play. The childminder supports children to develop social skills, such as sharing and socialising with other children by attending regular sessions at their children's centre. This helps them to gain some skills which will support them in the move to school. However, the childminder does not always make the most of opportunities for developing social skills in her own setting, such as during meal times, to promote children's social interaction further.

The childminder provides a welcoming, calm and child-friendly environment. Regular routines, such as hand washing before meals and after using the toilet, provide children with good opportunities to develop self-care skills. The childminder has recently undertaken training in supporting children's oral health and will be introducing this into her setting by helping children to clean their teeth after lunch. Children have daily access to the outdoors by playing in the garden or on various walks in the local community and parks. This help to support them in understanding the benefits of regular exercise. These opportunities provide experiences for children to learn about risks in their local environment and supports them in taking calculated risks, for example, when climbing in the park and crossing roads. As a result, children are developing an understanding of the importance of keeping themselves safe.

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

The childminder demonstrates a secure understanding of her responsibilities with regard to safeguarding children. She has attended designated safeguarding training and has a clear understanding of procedures to follow in the event of concerns, and how to identify possible signs of children at risk. Children remain safe and secure in the childminder's care, as she maintains comprehensive written risk assessments for the premises, as well as having a good understanding of how to keep children safe when on an outing. Appropriate records regarding accidents are also kept and parents are informed. A comprehensive range of policies and procedures meet all welfare requirements to support the safe and efficient management of the setting and are shared openly with parents to keep them informed.

The childminder uses self-evaluation to identify strengths and weaknesses in her setting. She involves parents in her evaluation, through discussion and through the use of questionnaires, in order to seek their views on different aspects of her provision. She assesses children's enjoyment and learning in the activities and resources that she provides. The childminder also works with local authority early years advisers to support her in makes improvements to her setting. She understands the importance of attending training opportunities to keep up to date with practice and drive improvement. The childminder has recently graduated with a degree in early years studies. As a result, the childminder is always reflecting upon her practice and the changes she could implement to support the children who attend her setting.

The childminder monitors her educational provision effectively, ensuring that she is covering all areas of learning well and is meeting children's individual needs. She assesses

children's progress effectively and is able to identify aspects of learning where individual children require additional support. She is then able to plan effectively. The childminder is building positive relationships with parents of the children she cares for. Parents are complimentary about the childminder and they are happy with the care and teaching that she provides. The childminder communicates with parents on a daily basis and shares information about the children's day, as well as having regular opportunities to share children's learning and development. As a result, parents are aware of how their child is progressing. The childminder is making links with other settings that the children attend in order to share information on children's learning and development, which will consistently support children to continue to make good progress towards the early learning goals.

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	EY435737
Local authority	Manchester
Inspection number	791467
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
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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