

Inspection date

Previous inspection date

22/09/2014

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

- The childminder uses accurate assessments to plan appropriate next steps for children's development. Activities include sufficient challenge and are built around individual interests, which means children are motivated. Furthermore, they make good progress in their learning, as a result of effective teaching.
- Partnerships with parents are effective in sharing information to ensure continuity of care and well-being for all children. Parents are kept well informed of their children's progress and contribute to children's starting points for learning.
- Children develop warm and affectionate attachments with the childminder, which supports their emotional security. They are happy and settled because she meets their individual needs well. Children demonstrate a sense of belonging as they make choices about their learning.
- The arrangements for safeguarding children are secure. Consequently, the childminder follows effective procedures that promote their health and safety. The setting is organised effectively and reflective practice drives improvement well.

It is not yet outstanding because

- Parents are not provided with consistent opportunities to contribute information about what their children are learning at home to promote continuity in learning.
- Fewer resources are available in the outdoor area to maximise children's investigation and exploration experiences through rich, challenging experiences.

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 carried out a tour of the premises used for childminding purposes.
- The inspector observed the childminder interacting with children and held discussions with her throughout the inspection.
The inspector looked at a selection of documentation, including observations and assessments of children's learning, risk assessments, safeguarding procedures, self-evaluation and children's records.
- Fewer resources are available in the outdoor area to maximise children's investigation and exploration experiences through rich, challenging experiences.
- The inspector took into account the written views of parents.

Inspector

Kate Smith

Full report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her three children aged 15, 12 and 10 years, in a house in the Longsight area of Manchester. The whole of the ground floor, including a bathroom, is used for childminding. There is a rear garden for outside play. The childminder attends toddler groups, play centres and visits the park on a regular basis. There are currently two children on roll, who attend for a variety of sessions, one of whom is in the early years age group. The childminder operates all year round, from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years. The childminder is able to take and collect children from the local primary school. She provides care for children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance the opportunities for all parents to consistently share information in relation to their children's learning at home, to inform future planning and fully extend children's learning
- enhance children's experiences outdoors by, providing a wider range of stimulating resources, which are accessible and varied and can be used, moved and combined in different ways to further develop children's investigation and exploration skills.

Inspection judgements

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

Gradual admission sessions enable the childminder to gather effective information from parents about children's starting points for learning. Consequently, she is able to plan initial activities that children enjoy and that extend their learning. Detailed observations and accurate assessments of individual development are used to inform appropriate next steps in learning. This means that the childminder is able to provide learning experiences that are meaningful and challenging across all areas of development. Furthermore, children are motivated as the activities are planned around their interests. Consequently, they are becoming independent learners who make choices about their play. The childminder encourages children to widen their experiences and to enhance their skills. For example, she uses praise and encouragement to give young children the confidence to jump unaided on the trampoline. Children persist and are delighted as they manage to

bounce consistently higher, counting their jumps to reinforce their improvement. These personal skills of 'having a go' and gaining confidence to try new things support children in their future learning as they develop a healthy and eager disposition towards learning.

The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage. She tracks individual progress and completes the required progress check for children between the ages of two and three years. The childminder shares this information well with parents. This supports their understanding of whether their children's learning is developmentally appropriate. The childminder informs parents about activities children have enjoyed and new skills they are developing. This means that parents are able to use this knowledge to provide continuity for children. However, opportunities for parents to consistently contribute information about what their children learn at home are not fully robust. This means that the childminder is unable to take this into account, to plan complementary learning experiences, to fully extend children's learning. The childminder cares for children with English as an additional language. She speaks four different languages which enables her to support their communication and to express their individual needs, while promoting their skills with understanding and speaking English. The childminder explains she uses visual aids to further enhance children's understanding. Consequently, children with English as an additional language are supported well and making good progress in their learning.

Good teaching enables the childminder to support children's play well. She listens to their views and affirms what they say by repeating their comments. The childminder supports language development by modelling new words and giving appropriate explanations to enhance children's understanding. For example, young children are fascinated as they hear the sound of an aeroplane in the sky. The childminder responds to their interest and explains to them that people are inside the aeroplane and are flying on a journey. This also helps to support children's understanding of the world. Children independently access books and enjoy cuddling into the childminder as she reads to them, demonstrating they feel secure. She encourages them to name the animals in the story and asks them questions about the pictures, to enhance their language development. The childminder gives young children enough time to think about what they want to say. She uses repeated refrains to support children's understanding and adds appropriate explanation to enhance their learning. For example, she reads a story and asks young children about what one of the characters is doing. This enhances children's literacy skills, as they listen carefully and explain that the character is hiding. The childminder uses the opportunity to introduce positional language of 'hiding behind' which enhances young children's mathematical knowledge. She is sensitive to young children's needs and follows their interests well. For example, the childminder encourages a young child to purse their lips and blow into a toy trumpet as they investigate how to make it work. She is patient and gives young children sufficient time to try and persist with this self-chosen task. Consequently, young children are delighted and proud of their achievement, as they manage to make the trumpet play different notes.

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

During the induction process, the childminder gathers information from parents about their children's likes and dislikes. Parents make a strong contribution to their children's well-being and work in partnership with the childminder to provide continuity of care. For example, the childminder adopts children's home routines and some parents provide meals cooked at home. Consequently, children are settled and their emotional development is well fostered. Children are happy and enjoy being with the childminder. They rush into her arms as they play games, demonstrating that they feel secure and share warm, friendly bonds. Children are confident as they explore the safe surroundings, initiating their own play. Resources in the indoor environment are stimulating and at low level, which means that children can make independent choices. However, in the outdoor environment there are fewer resources available for children to use to develop their investigation and exploration skills through rich, challenging experiences. For example, containers or tools to explore the properties of water by filling, pouring and stirring.

In spite of this, children play in the garden on a daily basis and they do have a wealth of resources to support their physical development. They also visit local parks to enhance their climbing and balancing skills. This regular exercise in the fresh air enhances their good health and enables children to take appropriate risks in their play. The childminder adapts her food provision to support individual children's needs. She provides meals that are nutritious and homemade. At snack time children are encouraged to eat fresh fruit, which supports their understanding of making healthy choices from a young age. Good hygiene practices support children's well-being. The childminder encourages children to be independent where possible. For example, young children learn to wash their own hands and help to put toys away. The childminder helps young children to learn to keep themselves safe as she consistently applies boundaries that they understand. For example, she reinforces that they must not open the zip of the safety net on the trampoline. Young children follow this instruction well, demonstrating they follow simple rules and learn to become increasingly responsible.

Children are learning to appreciate the consequences of their actions. For example, they are taken to one side and provided with clear explanations about the dangers of throwing sand and why this is not safe. The childminder uses appropriate strategies, reminding children that it is unkind, and making sure that they understand before allowing them to return to the activity. Consequently, children are keen to continue and play without further intervention, demonstrating that they have listened to the childminder. This shows that children are supported effectively in managing their behaviour. The childminder uses appropriate praise to boost children's self-esteem and consequently, they are becoming confident in their own abilities. She enhances children's learning by accessing facilities in the local community. For example, they attend local playgroups to develop their confidence and form friendships with others. This means that children are acquiring personal and emotional skills that will help them, when they move onto nursery and school.

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

The childminder has a good knowledge of the safeguarding and welfare requirements. Consequently, children's safety is well promoted. Extensive policies and procedures are shared with parents and all required documentation is in place. Effective risk assessments are used to minimise potential hazards and maintain a safe environment for children. The childminder has attended safeguarding training and has a secure understanding of child protection procedures. This means that she knows the correct procedures to follow, should she need to make a referral to help protect children from harm. The childminder has a current first-aid certificate so she can respond quickly to any minor injuries. Good levels of supervision and effective safeguarding procedures support children's welfare.

The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage. She monitors children's progress and provides good quality learning experiences, across all areas of their development. Accurate assessments are used to plan appropriate next steps in learning. The childminder keeps parents well-informed of their children's development. She is aware of how to seek early intervention to support children's learning when required. This means that the childminder knows how to make referrals to outside agencies. Currently, she is not caring for early years children that also attend other settings. However, the childminder understands the importance of developing effective links, when required, to ensure consistency of care and learning for children.

The childminder has begun to evaluate her practice. This means that she has considered her strengths and areas of her provision that she would like to develop further. Future development plans are realistic and achievable. For example, she intends to incorporate into the garden an area dedicated to planting and growing vegetables. This will enhance children's understanding of where healthy foods come from. The childminder has received support from local authority advisors and she is a member of a local childminding network. This enables her to attend training and regular discussion groups where she exchanges best practice with other childminders. Consequently, she demonstrates a desire to continuously improve the service she provides. Parents' views are gathered through discussion and children's progress review meetings. They comment that they are very happy with the service the childminder provides. Parents say that their children's communication skills have really come on as a result of attending the childminder's provision.

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	EY454118
Local authority	Manchester
Inspection number	918800
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
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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