

Inspection date

Previous inspection date

25/09/2014

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 has a good understanding of how children learn. Teaching is effective in ensuring children make good progress.
- There is a good balance of activities the childminder knows children will enjoy. Consequently, children are stimulated and have fun in their learning.
- The safeguarding and welfare requirements are well understood by the childminder through clear policies and procedures, which are embedded into the daily routine, to ensure children are kept safe.
- The emotional development of children is identified well. The childminder uses constant praise and encouragement, which promote children's well-being.
- Communication with parents is effective. The childminder builds close partnerships with parents and keeps them informed of their child's progress of learning.

It is not yet outstanding because

- There are fewer opportunities provided in the outdoor environment for children to build on their literacy and numeracy development.

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 and the children.

- The inspector checked evidence of suitability and qualifications of the childminder 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 2012 on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her husband and two children aged eight and five years in the New Moston area of Manchester. The family has pet fish, tortoises and chickens. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play. The childminder takes and collects children from local schools and pre-schools. She visits the local shops and parks in the area. The childminder attends toddler groups regularly and visits the library weekly. She provides care Monday to Friday from 6.30am to 5.30pm, throughout the year except for personal and bank holidays. There are currently 14 children on roll, eight 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 is a National Vocational Qualification assessor.

What the setting needs to do to improve further

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

- enhance and build on children's literacy and numeracy development, for example, by providing print and numbers in the outdoor environment.

Inspection judgements

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

The childminder's knowledge of how children learn is embedded into her daily practice. She has a good understanding of the development requirements of the Early Years Foundation Stage and builds on this to support children well. The childminder uses differentiation in the activities she provides which allows children to make progress at their own rate. There is a good balance between adult-led and child-initiated activities with realistic goals that extend and challenge children. For example, young babies' communication and language development is promoted through the childminder's thorough understanding of using age-appropriate words which are easy to understand. She uses words, such as 'shake' and 'wobble', while shaking a musical instrument. She gives good eye contact so children remain motivated and eager to learn. The childminder reads stories with intonation and asks children to make predictions about what will happen next. Children remain interested and the childminder encourages them to 'have a go'. As a result, children learn the vital skills ready for their next stage of learning.

The childminder uses observations and photographs to ensure children make good progress. She assesses children when they first start with her and has a good settling-in procedure. The childminder works in partnership with parents to assess children's development when they first come to her. She uses this knowledge to record children's

abilities and provides activities which she knows children will enjoy. For example, children learn about the lifecycles of frogs and butterflies. They collect worms in the garden for the wormery. They learn about different cultures from around the world and experience unusual textures in the sensory basket. The childminder creates learning journals for parents to view their children's progress. She records children's learning effectively and monitors their progress efficiently. Consequently, children are offered challenging and interesting experiences that she knows they will enjoy.

The childminder's home is large and spacious. There is a dedicated playroom with an abundance of resources which are all labelled for children to easily see. This promotes independence and children can self-choose from a variety of different toys. They can build with bricks, or play in the home corner, be creative with musical instruments or make marks using the many writing materials available. Children can sit and read stories which are interesting and informative. They enjoy the childminder reading to them and interact with her enthusiastically. In the outside garden, the childminder provides a large area for physical play. Children are seen to giggle on the swings, enjoy the privacy of the tree house, or kick footballs into the goal. Small children enjoy the water play and the childminder provides paintbrushes to increase their fine motor skills when painting on the ground. However, the outdoor environment lacks print, in order to encourage literacy skills or numbers to promote numeracy.

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

The childminder is very caring. She speaks with children in a lovely nurturing manner and children feel confident and safe in her presence. The childminder promotes children's self-esteem by praising and encouraging children. She uses words which children understand and they look to her for support if they feel unsure. The childminder is kind. She encourages children to be independent, for example, by washing their own hands before lunch. The childminder promotes and builds on children's confidence to be self-assured. Children's personal, social and emotional development is built on as the childminder takes the time to assure their well-being. She uses positive reinforcement to distil any negative behaviour and consequently, behaviour is generally good. Children have opportunities to play positively and as a result, become confident communicators ready in time for school.

Children adopt healthy lifestyles in time for their transition to school. The childminder encourages children to adopt this by providing them with food at snack time and lunch which is home-made and nutritious. Lunchtimes build on social skills and the childminder encourages children to sit together to eat at the table. This promotes a positive, social occasion where good discussions about bodies and growing, help children understand about their physical development. The childminder encourages young children to use cutlery appropriately. She provides babies' mealtimes at the same time, which encourages younger children to learn social skills. Children have choices of food which encourage them to try different textures and flavours. Water and milk are available throughout the day. The childminder has recently introduced the use of toothbrushes after lunch to promote oral hygiene. She works in close partnership with parents, ensuring all care routines are followed. Therefore, the childminder promotes the healthy lifestyles of

children well for children to begin to learn about what is good for them.

The childminder ensures children get fresh air daily. She walks to and from the local schools picking up older children and younger children have opportunities to go to the park and indoor play areas. The childminder allows children to take small risks. She encourages younger babies to move on the floor, and uses demonstration to aid the art of crawling. The childminder takes children into her garden daily. There is a growing area where children can observe growth and decay. There are opportunities to increase their heart rates on bikes and the trampoline, and the childminder talks with children about how to be physically fit. Children wheel around the garden in the cars and play on the swings. They can climb on the larger apparatus and slide down slides. Consequently, children adopt positive lifestyles while in the childminder's care in order for them to remain healthy.

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

The childminder's understanding of safeguarding is good. She promotes how to remain secure to children and teaches them how to stay safe in life. The childminder has a good understanding of child protection and has an effective procedure in place in the event of an allegation being made against her or her family. All statutory checks are in place. The childminder teaches children how to evacuate her home in the event of a fire and has video recording equipment in her outside garden to ensure children remain safe in the outdoors. The childminder has effective policies and procedures in place. She has written risk assessments, which ensure any hazards in the home or outside garden are quickly and efficiently minimised. The childminder ensures that no children are able to leave the home unattended by removing her keys from the front door. This ensures children play in a safe and secure environment which is free from harm.

The childminder monitors her educational programmes well. She knows the age and stage of her minded children and identifies any gaps in their learning. She provides activities which are good and encourages children to be inquisitive and remain motivated to learn. The childminder assists children who she identifies with a delay in their learning by providing support which is tailor made to suit them. As a result, children receive the best possible learning the childminder can provide. The childminder receives support from a local authority advisor and a quality advisor who assist her in providing a good service. The childminder identifies areas for improvement and attends trainings which update her professional development. The childminder is eager to improve her self-evaluation and monitors her practice efficiently. The childminder knows what is good practice and works hard to achieve her goal. As a result, children receive good teaching in preparation for school.

The childminder works with teachers in the local school to manage the transition of children. She has a good understanding of support agencies that she can contact if she feels a child is not making sufficient progress, for example, speech therapists. She attends local groups where she meets with other childminders and they share good practice. The

childminder takes children on interesting visits to places of interest to improve their outlook on learning, for example, safari parks and the seaside. The childminder talks to older children in her care to ensure they are happy in her home. She provides them with activities which are balanced and children provide ideas of how she can improve their play and what additional resources they would like. The childminder works closely with parents to gather their views on her setting. She encourages further communication with parents through two-way daily books which support home learning. Questionnaires show that parents are happy with the service she provides. For example, they comment 'We are extremely happy with the patience and time and especially the fun and learning my child has here'.

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	EY443003
Local authority	Manchester
Inspection number	883981
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

