

Inspection date

10/10/2014

Previous inspection date

15/09/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Teaching is good and children benefit from having access to a wide range of stimulating resources, which are relevant to their interests. Consequently, children make good progress given their starting points and are well prepared for the next stage in their learning.
- Children are very happy and settled in the welcoming, family environment and their individual needs are fully met as the childminder shares daily information with parents about children's well-being and routines.
- The childminder promotes the health and safety of children very well and has a good knowledge of safeguarding and of child-protection procedures. She provides a safe environment for children by implementing daily checks to minimise hazards.
- The childminder monitors and evaluates her practice and provision to ensure she is continuously making improvements to the experiences available for children.

It is not yet outstanding because

- Opportunities for parents to become highly involved in their children's learning are not yet highly effective.

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 looked at the areas of the premises used for childminding.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector undertook a joint observation with the childminder.
- The inspector checked the qualifications of the childminder and evidence of the suitability of adults living or working on the premises.
- The inspector examined samples of documentation related to children's learning and welfare, and discussed self-evaluation and plans for improvement.
- The inspector took into account the views of parents and children.

Inspector

Lynn Byrne

Full report

Information about the setting

The childminder was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult daughter in a house in Gorton, Manchester. The whole of the ground floor and first floor bathroom are used for childminding. The family has three dogs, four cats and fish as pets. The childminder attends a toddler group and visits the shops and park on a regular basis. She collects children from the local school. There are currently 11 children on roll, three of whom are in the early years age group. Children attend for a variety of sessions. She operates all year round, from 7am to 6.30pm, 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:

- explore even more effective ways to promote further successful partnership working with parents to support children's next steps in learning.

Inspection judgements

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

The childminder has a secure knowledge of the Early Years Foundation Stage and, as a result, children are well supported in their learning and development. The childminder records detailed observations of children as they play and uses the information to make accurate assessments of children's level of development. Observations are thorough and link to different areas of learning. Consequently, the childminder has a good knowledge of individual children and knows how to plan for their next steps in learning. The quality of teaching is good and children learn through a balance of adult-led and child-led activities. The playroom is very well-organised, so that children can access the toys easily and independently. Children enjoy choosing from an extensive range of stimulating, exciting activities and resources. The childminder joins in with the children's play sensitively, encouraging the children to have their own ideas by supporting them to play and explore. As a result, all children are working comfortably within the typical range of development expected for their age.

The childminder supports children's good communication and language skills. She encourages children to build their vocabulary by talking to children as they play and by introducing new words and sounds. For example, as the children play with small toy animals, the childminder makes the sounds of the animals and encourages the children to copy her. As the children are engaged in their play the childminder sings appropriate songs and praises the children when they join in with the actions. Consequently, children are developing their listening, understanding and speaking skills.

Partnership with parents is effective. The childminder chats to parents on a daily basis to inform them of the activities their children have taken part in. Daily dairies are used for the younger children to inform parents of care routines, food eaten and sleep patterns. The childminder invites parents to make contributions in the diaries to share information about their child's learning and development at home. However, some parents do not engaged with the diaries, so opportunities for some parents to become highly involved in their children's learning are not yet highly effective.

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

Children are happy and relaxed in the childminder's care and form close relationships with her. The childminder provides a warm, homely environment, which significantly helps children to feel comfortable and emotionally secure. She ensures that children are making strong attachments and bonds with her and that their emotional well-being is consistently supported. The childminder knows the children well and is able to attend to their needs quickly. For example, she recognises when they need reassurance and comfort and children happily approach her for cuddles and hugs when they are tired. This provides children with strong attachments that help them to feel safe and secure and, subsequently, supports their emotional well-being. Settling-in procedures are flexible to meet the needs of the children. The sessions help to promote children's sense of security and enable them to build a relationship with the childminder over a period of time. The childminder gathers information from parents concerning their child's individual care needs and routines and records this in their learning journals. Consequently, the childminder knows individual children well and the children benefit from consistent care. The childminder shares her knowledge of the children with relevant professionals to support a smooth move to school.

The stimulating, well-resourced environment promotes independence and confidence as the children access the resources themselves. Children show good levels of independence as the childminder has high expectations. For example, children under one years of age are learning to feed themselves. The childminder gives the children lots of praise and encouragement, which builds their self-esteem and confidence and prepares them emotionally for the next stage in their learning and school. Children are learning to follow routines as they are encouraged to tidy up after activities and before mealtimes. As a result, children also learn about safety and how to take care of resources. The childminder is a good role model and uses age-and-stage-appropriate explanations to provide children with a clear knowledge of acceptable behaviour.

Children are developing a good understanding of the importance of a healthy lifestyle. A good range of healthy snacks and well-balanced and nutritious meals are provided, which supports the children to make healthy choices. Fresh drinking water is available to children at all times and the childminder encourages and reminds the children to have drinks throughout the day. As a result, children learn to recognise their own needs and help themselves to water when they are thirsty. Children's physical health and well-being is well promoted by the childminder who encourages children to be physically active.

Younger child are supported to crawl and take their first steps, while older children enjoy running and playing football on the local playing fields.

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

The childminder has a good understanding and knowledge of how to meet the safeguarding and welfare and learning and development requirements of the Early Years Foundation Stage. As a result, the childminder is aware of potential signs and symptoms of abuse and neglect, and has a strong knowledge of procedures to follow if she has concerns about a child. She has attended training, such as first aid and child protection, and, therefore, has a thorough and up-to-date knowledge. Since the last inspection the childminder has successfully addressed all previous actions and now obtains written consent from parents prior to administering medication and risk assessments cover the storage of cleaning substances and sharp knives. Comprehensive risk assessments and daily checks of the premises are now completed and accurately identify risks. The childminder minimises these with effective safety measures. Consequently, the improvements contribute well to keeping children safe.

The childminder provides activities and a wide range of challenging experiences that support children to make good progress towards the early learning goals. Since the last inspection, the childminder has effectively improved systems to establish children's next steps. As a result, children's individual needs are identified and the information gained is incorporated into the plans. The monitoring of educational programmes is secure and ensures all children receive a broad and balanced curriculum. The assessment and tracking of children's progress is accurate and effectively identifies any gaps in learning. As a result, individual children with identified needs are targeted and their progress is monitored, so that appropriate support can be provided. The childminder has high expectations of all children and aspires to improve her practice. She is reflective and has identified a programme of professional development to refresh and improve her good knowledge, understanding and practice. Her self-evaluation takes into account the views of some parents and the children, expressed through questionnaires. However, some parents do not complete the questionnaires, so not all parents have their views and ideas taken into account.

Partnerships with parents and the local school are well established and result in continuity of care for children. The childminder and parents share information through daily conversations and children's diaries. However, some parents do not complete the diaries, so some opportunities for parents to become highly involved in their children's learning are not yet highly effective. The childminder has worked with the local school for many years and, as a result, has excellent partnerships with the professionals in order to exchange information about children's development and needs.

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	500284
Local authority	Manchester
Inspection number	877155
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	15/09/2009
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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