

## Inspection date

Previous inspection date

13/10/2014

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 competent knowledge and understanding of how young children learn. The good teaching supports children to be active learners.
- The childminder successfully reviews her provision and planning for improvement is effective to ensure that she continually meets children's care and learning needs well.
- The childminder has good partnership with parents, which means there is consistency in children's learning. She gathers effective information to support children to settle well with her and fosters their emotional well-being.
- The childminder ensures that children are safe within her home and on outings through the use of effective risk assessments and a secure knowledge of safeguarding children.

### It is not yet outstanding because

- The childminder does not always make best possible use of her garden to raise children's awareness of nature and to encourage their sense of curiosity while playing outside.
- All opportunities for children to further develop their self-awareness have not been fully explored. For example, by displaying photographs of children engaging in a range of activities for them to recall.

## 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 interaction between the childminder and the children during play.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at documents relating to the Early Years Foundation Stage provided by the childminder, including children's assessment records and evidence of the suitability of the childminder.
- The inspector carried out a joint observation with the childminder.

## Inspector

Joanne Ryan

## Full report

### Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her child aged 15 years in a house in Manchester. The whole of the ground floor and the rear garden are used for childminding. The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. She 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.

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

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

- enhance outdoor resources and spontaneous opportunities for children to explore their natural environment even further, for example by allowing them to observe living creatures, grow plants and vegetables and experience the natural elements in the garden
- strengthen the opportunities for children to develop their self-awareness, for example, by displaying photos of them playing in a range of different situations.

## Inspection judgements

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

Parents complete an All about me booklet when children first start. This gives the childminder good information about children. Therefore, she can support learning based on what children can already do. The childminder supports children's creativity because they take turns at playing the guitar and singing and dancing to the music they make. The childminder observes children in their play and maintains accurate assessments of their learning. She tracks all children's progress on a regular basis and, as a result, any gaps in learning are identified. Therefore, all children make good progress in their learning and development. Babies develop their skills in exploration and investigation as they experiment with a range of textures. They enjoy feeling bristles on brushes and sponges. However, there are fewer opportunities outdoors for children to develop their curiosity and engage in sensory play.

All children make good progress from their starting points because the childminder knows them well and provides a good range of experiences. The childminder keeps parents informed by sharing information with them each day. Therefore, parents are able to

continue children's learning at home. Children develop their understanding of the world because the childminder supports their thinking skills. For example, when children play with pretend food the childminder suggests the vegetables might need washing before they are cooked. She provides the children with a bowl of water and they enjoy washing the food before they pretend to cook it. The childminder introduces mathematical vocabulary as part of the play. For example, she shows children how the toy eggs are floating in the water as they wash them and uses language, such as heavy and more. Therefore, children are developing their understanding of a range of mathematical concepts.

The childminder takes children to activities at the local children's centre, which supports them in developing their social skills as they interact with children in larger groups. She reads stories with the children and describes what they are doing as they play. This supports children to develop their communication skills. The childminder skilfully asks the children open-ended questions and follows their lead, which supports their engagement and sustained interest. Children practice drawing and making marks on paper, which supports their early writing skills. The good range of experiences offered and targeted support means children are developing the key skills required for their next stage of learning.

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

The childminder has a caring, nurturing nature with children. Therefore, they are happy and confident in her care. She encourages the children to build relationships with each other. For example, when babies wake up she supports them to say hello to each other and give cuddles. The childminder has good relationships with parents. Information is shared between the childminder and parents through the use of a daily diary. This ensures children's individual care needs are met. The childminder gains a good breadth of information when she begins to care for the children to support their move from home. This supports children to settle easily because she has a good knowledge of their needs. Children display good levels of confidence and a sense of belonging because the childminder gives them lots of praise and encouragement. However, every opportunity to enhance children's sense of belonging has not been optimised. For example, by displaying photographs of children engaging in activities for them to recall previous experiences.

The childminder uses every opportunity to encourage children to do things for themselves. For example, she encourages children to choose what they want to play with, get the resources out and put them away when they have finished. Therefore, children display good levels of independence and behave well. The childminder supports children in understanding how to keep themselves safe and learn the consequences of their actions. For example, she explains to children 'don't lift the sand up too high because it will go in your eyes'. There is a good range of resources available to children, which supports their good progress.

The childminder supports children's understanding of healthy lifestyles. For example, she talks to children about them being strong and using energy. Parents provide food for children to eat throughout the day. The childminder ensures the children access fresh air

everyday by using the local park and going out to play in the garden. Therefore, children have good opportunities to develop their physical skills. She ensures children have access to fresh drinking water throughout the day so they are adequately hydrated. She supports children in understanding about good hygiene because she talks to them about how they can drink the water in their cups but not the water they are playing in.

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

Children's welfare is promoted well because the childminder has a good awareness of the signs and symptoms of abuse, to help her recognise when a child is at risk. She knows what to do if she is concerned and is confident to report concerns, in line with Local Safeguarding Children Board guidelines. The childminder follows clear procedures and maintains accurate records to keep children safe, protected and supported. Equipment and resources are checked daily for safety. Regular risk assessments and fire risk assessments are made. All of which contribute towards keeping children safe and demonstrate her effective understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage.

The childminder effectively implements and monitors the educational programmes. This ensures that children receive a broad range of experiences to help them progress towards the early learning goals and any gaps in development can be easily identified and acted upon. She has attended relevant training and has established a system of self-reflection, which enables her to continuously improve. The childminder has clear plans in place for improvement to provide children with further experiences to support their learning, such as developing the use of a mud kitchen in the outdoor area.

The childminder demonstrates a good understanding of the importance of partnership working with others. She works very well with parents and keeps them informed of the daily activities their children participate in. She also talks to parents about the activities they could do at home with children, in order to provide consistency as well as helping them to be engaged in their children's learning. The childminder does not currently have children attending any other settings. However, she understands the importance of sharing information with other providers to promote continuity of care and learning should she need to.

### **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

<b>Unique reference number</b>	EY462793
<b>Local authority</b>	Manchester
<b>Inspection number</b>	936629
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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