

Inspection date	04/11/2014
Previous inspection date	04/06/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 builds warm, trusting relationships with children. She provides a safe and supportive environment where children feel emotionally secure and learn effectively through play and exploration.
- The childminder is committed to making ongoing improvements to her knowledge and skills. She has clear priorities and evaluates her provision well. Therefore, children receive high quality care and education while in her care.
- The childminder uses her knowledge and skills to effectively teach and engage children in their learning. Consequently, children make good progress in their learning and development.
- The childminder implements effective safeguarding procedures. As a result, children are kept safe and are protected from harm.
- The childminder works closely with parents and keeps them well informed about their children's progress and care.

It is not yet outstanding because

- The childminder does not make the best use of all opportunities to promote children's early literacy development, for example, by improving the labelling of resources.
- There are fewer opportunities for children to access natural and open-ended play materials, in order to enhance their investigative skills and sensory 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 observed activities in the indoor and outdoor learning environments.
- The inspector held discussions with the childminder about the children's progress and achievements and about her action plans for improvement.
- The inspector viewed the children's development records.
- The inspector saw evidence of suitability and qualifications of the childminder, risk assessment and policies and procedures.
- The inspector took account of the views of parents from written comments obtained and gifts given to the childminder.

Inspector
Layla Clarke

Full report

Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult child and two children aged 11 and two years in the Baguley area of Wythenshawe, Manchester. The whole ground floor of the house, the first floor bathroom and the rear garden are used for childminding. The family has a pet dog. The childminder attends stay and play groups with the children and collects children from the local schools. There are currently six children on roll, of whom five are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She holds a recognised early years qualification at level 3 and supports 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:

- promote further children's understanding of early literacy by enhancing the labelling of resources, for example, using larger print to extend the already good opportunities for literacy development
- extend opportunities for children to play and explore using a variety of open-ended resources and natural materials, for example, cardboard boxes, tubes, pine cones, and empty containers, to further extend children's investigative skills and sensory development.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. Children are happy and her home is welcoming and organised well. She provides a range of play equipment and resources which encourage children to be inquisitive and eager to explore. As a result, children are active and motivated learners who are working within the expected age and stage of development. The childminder uses a balance of child-led and adult-planned activities. She undertakes regular assessments to monitor children's progress across the seven areas of learning. She completes ongoing observations which are used to plan meaningful activities. Activities are based on children's individual interests and are focused on what they need to do to progress. As a result, activities are planned to securely build on what children know and can do. This supports children in acquiring the skills for the next stage in their learning and development.

The childminder skilfully encourages children's communication and language development. She joins in their play and talks with them while describing what is happening and naming the objects. For example, as children explore in the sand and water, she describes the texture, repeating key phrases and providing a running commentary. She positively reinforces key words and models the use of correct language. Furthermore, she displays a range of dual-language words in and around her home which also support children who speak English as an additional language. However, the labelling on some of the resources is too small. This means it is difficult to read, to further support the development of children's emerging literacy skills.

The childminder actively introduces mathematical language into children's play and everyday routines. For example, she encourages children to count the bricks back into the box during tidy-up time and asks children 'How many grapes do we have now?' as she cuts them up during snack time. The childminder introduces children to colour as she describes the tools that children self-select to use in their play. For example, she asks 'Have you got the red cup?' and 'Is that the yellow watering can? Children's sensory experiences are good as the childminder encourages children to explore in paint and to describe the textures of the cold sand between their fingers. However, there are fewer opportunities for children to explore natural materials in order to enhance their investigative skills and further support their sensory development.

The childminder seeks useful information from parents when children start with her. She completes a learning journal with a delightful range of observations and photographs, which is actively shared with parents. The childminder completes ongoing assessments and is aware of the requirement to complete the progress check for children aged between two and three years. As a result, she is able to identify any gaps in learning to ensure that children's learning and development needs are met. The childminder actively encourages parents to share information about children's home learning. For example, parents provide key words for the childminder to use to support children who speak English as an additional language. As a result, a shared way of working is promoted and parents are involved in their children's ongoing learning.

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

The childminder places great emphasis on providing children with a calm, welcoming environment in which they are confident to explore. The childminder provides a warm and supportive family home which is very child friendly. This helps children to gain a sense of security and belonging. Children are very well supported and nurtured in her care. She is attentive to children's needs and provides flexible settling-in sessions to ensure that children get to know her and her family. This results in children being emotionally secure. The childminder gathers useful information from parents to support the settling-in process and to ensure that she is able to meet children's individual needs right from the start. As a result, children's needs are well met and they are effectively supported in their care and welfare routines. Parents speak to the childminder each day and share any updates about their children's needs. Children learn to develop social skills and to play with other children during regular toddler group meetings. This also helps to promote their growing independence and confidence as they are able to interact with a larger group and

prepares them emotionally for a move to a new setting, such as school.

The childminder teaches children about safe hygiene practices as she actively encourages hand washing before mealtimes and, for older children, after using the toilet. This is further promoted by the use of hand washing signs which are clearly displayed in the bathroom. The childminder promotes children's good health by providing well-balanced, home-cooked meals which she complements with a range of fresh fruit and vegetables. The childminder encourages children to feed themselves and even young children are taught to use appropriate cutlery, which supports their self-help skills. Children have individual water bottles which are accessible throughout the day. The childminder has recently fitted double doors for children to gain easier access to the outdoors, regular fresh air and the variety of opportunities to be physically active. In addition, the children regularly go on outings to the local park where they can use the large play equipment.

The childminder teaches children about rules and boundaries. She implements positive strategies to manage children's behaviour, which include modelling good manners. She talks to older children about the consequences of their actions. As a result, behaviour is good. Children are taught about road safety during their daily outing to school. This is further reinforced by a road safety display in the outdoor area. The childminder has a locks and bolts activity wall which she uses to teach children about opening and closing gates. Consequently, children are learning effectively about safe practices. By the time they leave the childminder's care, children are equipped with the skills that they need for the next stage in their learning and school.

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

The childminder has a good understanding in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She has completed safeguarding training and demonstrates a thorough understanding of how to keep children safe. She knows what to do in the event of any concerns about children's welfare. As a result, she is confident in the procedure to follow and able to act swiftly should any concerns arise. A number of safety measures are implemented, which ensures that children are protected and benefit from a safe environment in which to play. For example, clear risk assessments are regularly undertaken and a number of safety gates are in place.

Following her last inspection by Ofsted and the subsequent monitoring visit, the childminder has successfully addressed all of the actions set. She has implemented clear targets for improvement and has also identified areas of strength and for further improvement through a detailed action plan. This ensures that any ongoing areas of improvement can be monitored and actioned accordingly. The necessary checks have now been obtained through the Disclosure and Barring Service for all household members over the age of 16 years. This contributes to safeguarding children. All of the required records for the safe and efficient management of the setting, including recording of accidents and the children's attendance records, are completed and are retained. The number of children being cared for at any one time never exceeds the requirements of the Early Years Foundation Stage. These measures contribute to keeping children safe. The risk

assessment process has been reviewed to ensure that potential risks are minimised. As a result, children's safety is prioritised and they are cared for in a safe environment. The environment of the home has been reorganised effectively and the mealtime routine has been reviewed to meet the needs of all children. Arrangements for observation and assessment have improved. Subsequently, the childminder is able to monitor children's progress across all seven areas of learning. This results in children's learning being actively extended and promoted more effectively.

Partnerships with parents and other early years professionals are good and promote continuity in children's care and learning. The childminder speaks daily to parents and communicates with them in their preferred way, for example, through face-to-face meetings, telephone calls and text messages. Information is shared through learning journals and a variety of photographs are attractively displayed around the home. These images show children playing and learning, which informs parents of the different activities that their children are involved in. The childminder shares a range of policies and procedures with parents to ensure that they are aware of the care and business arrangements. Parents are happy with the service provided by the childminder and present her with gifts, such as a keyring awarded to 'the number one childminder', to show their appreciation. The childminder shares written information with schools when children move on from her care, which helps to ensure that there is a consistent approach to learning and that children's needs are consistently managed and well met. The childminder takes advice from the local authority development officer and other local childminders as she attends a weekly forum. She successfully implements any newly acquired knowledge into her practice, which supports her to continue to improve the overall practice in the setting.

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	500508
Local authority	Manchester
Inspection number	984714
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	04/06/2014
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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