

Inspection date

07/11/2014

Previous inspection date

19/08/2011

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

- The quality of teaching is good. Children are engaged and challenged because the childminder knows the children well and successfully plans experiences that stimulate their individual interests.
- Children are happy and settled in this welcoming provision. They have good attachments with the childminder, who is very attentive to their needs. This promotes children's confidence and self-esteem.
- Parents are welcomed into the provision and encouraged to share information about their children's needs. Consequently, the childminder provides care that is tailored to children's individual requirements.
- Children are well protected as the childminder fully understands and effectively meets the safeguarding and welfare requirements of the Early Years Foundation Stage.

It is not yet outstanding because

- Occasionally, the childminder intervenes too quickly in children's play and does not provide them with maximum opportunities to explore, solve problems and carry out activities in the way they would like to.
- The childminder does not always find out from parents what children learn at home. This means that she does not have all available information about what children know and can do, in order to plan very precisely for their next steps in learning.

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 had a tour of the premises used for childminding.
- The inspector spoke with the childminder at appropriate times throughout the inspection and discussed the learning that was taking place.
- The inspector undertook a joint observation with the childminder.
- The inspector looked at documents relating to the Early Years Foundation Stage provided by the childminder, including children's assessments records.
- The inspector looked at a selection of policies, documentation and evidence of suitability checks.
- The inspector took account of the information provided in the childminder's self-evaluation.

Inspector

Lynn Byrne

Full report

Information about the setting

The childminder was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in a house in the Rusholme area of Manchester. Her husband and daughter are also registered childminders. The whole of the ground floor, which includes a bathroom, is used for childminding. There is a garden for outside play. The childminder attends toddler groups, play centres, the library and visits local parks on a regular basis. There is currently one child on roll who is in the early years age group. The childminder is able to take and collect children from local schools. The provision operates all year round, seven days a week, from 7am to 10pm. Overnight care is also available. The childminder 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:

- provide further opportunities for children to develop their problem solving skills by, for example, giving them time to explore resources and test out possible solutions before intervening with adult support
- strengthen the partnership with parents by exploring even more effective ways for them to share information about what children do at home and use the information to complement children's good learning further.

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. She records observations of the children as they play and successfully uses the information to make accurate assessments of children's level of development. As a result, the childminder plans challenging experiences that are linked to the children's interests. This helps each child to make good progress from their starting points in all areas of learning. There is a dedicated playroom with a wide range of interesting and motivating activities and resources. For example, children have opportunities to explore treasure baskets and natural resources, use interactive toys, engage in imaginary play, look at books and enjoy creative activities. The playroom is very well organised so that children can access the toys easily and independently. Teaching is good and the childminder skilfully extends children's learning during child-selected activities. Children enjoy choosing from an extensive range of stimulating resources and the childminder plays alongside them, supporting them to extend their learning. For example, the childminder names the shapes the children are

posting through the shape sorter. However, occasionally the childminder intervenes to help too quickly and the children cannot always lead their own play and develop their skills in problem solving.

Children who speak English as an additional language are supported well by the childminder who uses key words in the children's home language to extend and support their understanding of English. Whilst reading the stories, the childminder uses a wide range of strategies to enhance the children's speech. For example, she asks the children to find objects on the page and names them in both languages. She uses lots of descriptive and repetitive language and offers opportunities for them to comment on the pictures. As a result, children develop a love of books and learn new words.

The childminder keeps the parents well-informed about their children's progress through daily conversations, sharing the children's learning journal and the progress check for children between the ages of two and three years. Parents are involved in their children's learning and the childminder supports them in guiding their children's learning at home. She has some strategies in place to develop a two-way flow of information about the things children are achieving at home but these are not yet consistently successful, which means that she does not have all of the available information to help her plan very precisely for children's next steps.

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

Children are extremely happy, relaxed and comfortable in the childminder's care and form close relationships with her. The childminder knows the children well and is able to support their individual needs and all-round development. This provides children with strong attachments, which help them to feel safe and secure, and supports their emotional well-being. The childminder has an established settling-in procedure in place, which supports children to settle quickly and smoothly in to the provision. For example, parents bring meals, cooked at home, so young children are offered food that they are familiar and comfortable with. Settling-in sessions are also used to build relationships with parents who share details of their child's individual care needs and routines. Consequently, the childminder knows the individual needs of children well and they benefit from consistent care. The good focus on supporting children's well-being means they are emotionally well prepared for their next stage in learning.

The stimulating, well-resourced environment promotes independence and confidence as the children choose the resources themselves. The childminder is a positive role model and sets high expectations for all children. She encourages children to share, take turns and to use their manners. Children enjoy visits to local toddler groups, where they learn to play alongside other children and develop friendships. These practices encourage children's social development, which supports the next stage in their learning and their move to nursery and school.

Children develop a good understanding of how physical exercise fits into a healthy lifestyle. They play outside daily and have opportunities to use and develop their large

physical skills. For example, they can jump on the trampoline, kick balls and use ride-on toys to learn about balance and coordination. Children learn to keep themselves safe because the childminder makes good use of opportunities to talk about many aspects of safety. They learn road safety and how to keep safe when they use large equipment and explore outdoor spaces. The childminder encourages children to drink fresh drinking water throughout the day to support children's good health and to help children to recognise their own needs.

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

The childminder has a comprehensive understanding and knowledge of how to meet the safeguarding and welfare and learning and development requirements of the Early Years Foundation Stage. Safeguarding policies and procedures are robust and implemented well. The childminder minimises potential hazards through effective risk assessments for her home and outings. Appropriate accident and medical records are in place and the information is shared with parents. The childminder has attended training on first aid and child protection and, therefore, has a thorough, up-to-date knowledge. She has a strong understanding of the procedures to follow if an allegation is made against herself or a member of her household. These well-established arrangements help to keep children safe and well protected.

The childminder works in partnership with her co-childminders to provide activities and a wide range of challenging experiences that support children to make good progress towards the early learning goals. Children's progress is monitored by tracking their development over time. As a result, any gaps in learning are quickly identified and targeted. Since the last inspection the childminder has successfully improved her knowledge of safeguarding procedures. She has effectively worked with her co-workers to improve systems to use information from observations to assess and track children's level of development and to plan challenging next steps in their learning. The childminder aspires to improve outcomes for all children and demonstrates a positive attitude towards developing her practice. She attends training to update her knowledge and skills and is supported by her co-childminders to expand her skills and understanding. The childminder has worked with her co-minders to strengthen systems of self-evaluation to successfully identify areas of improvements. For example, parents' comments on the impact of activities are now included in children's learning journals.

The childminder generally works well in partnership with parents. She gathers their viewpoints through discussions and uses any suggestions to influence future improvements. For example, the childminder has extended her hours to accommodate parents that work shifts. The childminder is aware of the importance of working with the staff from other settings the children attend. She has developed systems for linking with other providers of the Early Years Foundation Stage to ensure continuity and consistency of the children's learning and care. She also has a sound understanding of working with outside agencies and knows that there may be occasions when she is required to work in partnership with specialised professionals, to support children with special educational

needs and/or disabilities.

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	EY278563
Local authority	Manchester
Inspection number	877683
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	19/08/2011
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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