

Inspection date	24/11/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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 quality of teaching is good. The childminder understands how children learn through play and interaction. As a result, children are making good progress.
- The childminder builds warm and trusting emotional attachments with children. As a result, children's emotional well-being is supported and they are happy and confident in her care.
- The childminder's knowledge of safeguarding is strong. This ensures that children's welfare is protected and children are kept safe from harm.
- Partnerships with parents are effective and there are good systems in place for communication and sharing information. As a result, children's care and learning needs are well supported.

It is not yet outstanding because

- Opportunities for children to enhance their learning outdoors are not fully exploited, for example, by providing resources in the outdoor environment to promote the development of children's literacy even more.
- Opportunities for children to access a range of exploratory play experiences are not maximised. As a result, children's sensory development is not always supported.

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 compulsory part 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 conducted a joint observation with the childminder.
- The inspector viewed the children's development records.
- The inspector saw evidence of the suitability and qualifications of the childminder, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents from documentation obtained by the childminder.

Inspector

Layla Clarke

Full report

Information about the setting

The childminder registered in 2012 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives in a house in the Gorton area of Greater Manchester. All of the downstairs of the premises and the rear garden are used for childminding. There are currently two children on roll who are in the early years age range. The childminder operates all year round, from 6am until 6pm, Monday to Friday. The childminder attends toddler groups in the local area. The childminder is supported by the local authority.

What the setting needs to do to improve further

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

- enhance the educational programme for communication, language and literacy even further, for example, by displaying and using print in the outdoor environment
- increase opportunities for children to participate in sensory play activities by providing a wider range of explorative activities, for example, paint, shaving foam, cornflour, dough, for children to explore and investigate different textures, to further promote their sensory development.

Inspection judgements

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

Children make good progress in relation to their starting points because the childminder uses a range of effective teaching methods to ensure children develop across all areas of learning. There is a good focus on communication and language development as the childminder uses a range of techniques to promote children's learning. For example, she listens to children and repeats words to them, modelling the correct pronunciation to further support their acquisition of language. The indoor environment has words and numbers attractively displayed in all of the areas that children access, to promote their understanding that print and images carry meaning. However, the print rich environment does not yet stretch to the outdoor area, to enhance the development of literacy for children who may prefer to learn outdoors. There are a good range of resources that can be used imaginatively in a variety of ways, which are labelled and accessible to children. This supports their creativity and critical thinking skills, as children are able to choose resources and use them freely in their play. The childminder ensures that children have access to a variety of sensory experiences, which include exploring in sand and water play, and she provides children with pasta and rice in bottles to further promote their sensory experiences. However, there are fewer opportunities for children to experiment and access exploratory play while in the setting. For example, while children attend

regular sessions at the local children's centre, where they are able to be creative, paint and participate in a variety of sensory play activities, these activities are not always readily available in the childminder's setting. As a result, children's opportunities to engage in explorative play experiences are not fully maximised.

Children are given ample opportunities to develop early writing skills. For example, children are provided with a variety of different pens, pencils and crayons to make marks at the writing table. Furthermore, children explore in sand using a range of tools and equipment. As a result, children's early writing skills are well promoted. The childminder effectively introduces young children to numbers during play and every day routines. For example, the childminder counts as she supports young children to walk up and down the staircase. Furthermore, as children are encouraged to tidy up the toys, the childminder counts as children put the equipment into the boxes. As a result, children's understanding of early mathematics is well supported. Children's curiosity about the world is encouraged because the childminder plans interesting activities, such as planting seeds and watering plants. Furthermore, as children excitedly tip out a basket full of leaves, the childminder explains that they look like they are falling from the trees onto the road. The childminder also takes children on regular outings to local parks to explore the natural environment. As a result, children are gaining an understanding of the world around them. Children develop their physical skills as they learn to grip and control the crayons, stack different sized boxes and dance to music and the childminder's singing. Consequently, children are progressing well towards the early learning goals, ensuring they are prepared for their next steps in learning and the eventual transfer to school.

The childminder engages well with parents through effective strategies. For example, she uses daily communication diaries, in which parents can record activities from home. Parents are involved in their children's learning, as the childminder encourages them to contribute to assessments. The childminder has effective systems in place to collect information from parents to assess children's starting points. She regularly observes children and records her findings in learning journals. This information is used to assess children's achievements. Ongoing tracking of children's progress, which includes the progress check for children between the ages of two and three years, is completed. Well-focused next steps in learning are shared and agreed with parents and the childminder plans a range of activities to meet all children's needs. As a result, children's learning and development is promoted well.

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

Children's health and well-being are paramount to the childminder's practice. Children benefit from strong attachments with the childminder and are happy in her care. For example, children laugh and snuggle into the childminder as she opens her arms for a cuddle. As a result, children are provided with an excellent foundation for their well-being, which supports their emotional security. Children benefit from the childminder's warm and caring interaction. As a result, they settle well and are secure in her setting. A range of exciting resources are easily accessible to children, which means that children are able to

develop their independence and are able to make decisions for themselves. Consequently, children are able to follow their interests and play independently. The childminder teaches children how to manage tasks for themselves, for example, she encourages children to put on their own shoes and coats and to feed themselves snacks. Consequently, children are developing skills to prepare them for the next stage in their learning.

The childminder teaches children how to keep themselves safe. When taking children on outings the childminder encourages children to hold hands, provides high visibility jackets for children to wear and explains road safety. Furthermore, when children show an interest in climbing, the childminder supports them to climb onto the low table. She explains the need to be careful, while allowing children to challenge themselves in their play. As a result, children are gaining an understanding of risk taking. Children learn how to keep themselves healthy, as the childminder provides a range of healthy snacks, such as fresh fruit and vegetables. Furthermore, children have constant access to fresh drinking water. Parents generally provide children's food. The childminder discusses dietary requirements with parents to follow children's individual needs and any feeding routines. This ensures that all children's individual needs are well-met. Children have regular access to the outdoors, where they are able to run around, ride on equipment and explore their environment. Furthermore, the childminder takes children to planned sessions at the local children's centre and on outings to the local park where they can access larger scale play opportunities. This further supports their physical health. The childminder encourages good personal hygiene through regular hand washing and hand washing signs are displayed to reinforce this message. In addition, children are encouraged to wipe their noses before putting tissues in the bin, which is followed by washing their hands. As a result, children are learning about good hygiene routines.

Children's behaviour is good and is effectively promoted by the childminder, who sets clear boundaries and gently reinforces these on an ongoing basis. Children are rewarded by praise and encouragement. For example, the childminder uses positive language, such as 'Well done' and uses effective strategies, such as praising positive behaviour, like sharing and taking turns. These strategies are shared with parents. This consistent approach helps to promote children's self-confidence and self-esteem.

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

The childminder understands her role and responsibility in meeting the requirements for the Early Years Foundation Stage learning and development requirements. She reviews all activities to ensure that she is providing an exciting and challenging range of child-led and adult-led activities, which cover the seven areas of learning. The childminder closely tracks children's development and this clearly shows the progress that children are making. The childminder has attended safeguarding training. Consequently, she has a clear understanding of the signs of abuse and the procedure for reporting any concerns about children's welfare. Risk assessments are completed to identify any potential hazards and how they will be minimised. Record keeping is organised well and the childminder has a range of policies and procedures, which she shares with parents so that they are fully

informed about the arrangements of the setting.

The childminder has made a positive start to her childminding business and she is keen to continue to develop her setting to provide the best care and learning for all children. The childminder uses effective self-evaluation to identify the strengths and any areas for improvement in her setting. The childminder has attended training on safeguarding and special educational needs and/or disabilities. The childminder has recently started working towards a recognised childcare qualification. This further demonstrates her commitment to her professional development and also a capacity to continually improve.

The childminder attends regular childminding forums where she is able to receive updates and share best practice with other early years professionals. The childminder receives support from the local authority and is able to ensure that early interventions are quickly secured so that children and families gain any support they may need. The childminder works in close partnerships with parents and they share information in a variety of ways, for example, through written feedback, face-to-face meetings, telephone calls and text messages. As a result, children's learning and well-being are supported, as parents and carers are well informed about their children's current interests, abilities and next steps in learning.

The Childcare Register

The requirements for the compulsory 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	EY448418
Local authority	Manchester
Inspection number	895030
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
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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