

Inspection date

25/11/2014

Previous inspection date

13/10/2009

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

- The childminder makes the most of every opportunity to promote children's learning through purposeful play and challenging activities. As a result, children make consistently good progress in relation to their starting points.
- Children feel safe and secure and develop strong, emotional attachments with the childminder who provides a caring and nurturing environment which effectively promotes their well-being.
- The childminder has a very good knowledge and understanding of her responsibility to safeguard children, which is successfully translated into practice. As a result, children are well protected and can play and learn in a safe environment.
- Partnerships with parents are strong and make an effective contribution to meeting children's individual needs. Self-evaluation and reflective practice is used well to continuously raise standards and drive improvement for the children.

It is not yet outstanding because

- Information gained from parents, with regard to children's starting points, does not always provide the childminder with the extremely detailed information she requires to help her to enrich the planning for children's future learning needs.
- Opportunities for children to investigate, explore and use a wider range of open-ended materials in order to further enhance their already very good creative skills are less well established.

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 children's activities in the lounge, conservatory and outdoor environment.
- The inspector held discussions with the childminder and talked to children at appropriate times throughout the inspection.
- The inspector looked at various documents, including a sample of policies and procedures, planning, observation and assessment systems, and children's individual learning records.
- The inspector checked evidence of the suitability and qualifications of the childminder.
- The inspector carried out a joint observation with the childminder and discussed the process for self-evaluation.
- The inspector took account of the views of parents from written feedback in questionnaires obtained by the childminder.

Inspector

Julie S Kelly

Full report

Information about the setting

The childminder was registered in 1987 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her two adult children in the Fallowfield area of Manchester. The whole of the ground floor and the first floor bathroom are used for childminding purposes. There is an enclosed back garden available for outside play. There is currently one child on roll, who is within the early years age range and attends for a variety of sessions. The childminder operates from Monday to Friday from 7am to 7pm, all year round, with the exception of bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years and receives support from 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 information obtained from parents when children start to find out more about children's starting points in each area of learning, in order to further enrich the planning process
- provide an even wider range of materials and resources to further promote children's ability to explore and create with in different ways.

Inspection judgements

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

Children's enthusiasm for learning, and the progress they make, is enhanced by the childminder who has a good understanding of how to capture children's interests and fully recognises that children learn through play. Teaching is rooted in a comprehensive knowledge of the Early Years Foundation Stage, which ensures that children make good progress towards the early learning goals. The childminder's practice is good and in some instances, outstanding. The environment, both indoors and outdoors, is stimulating and well equipped with a wide range of exciting resources to meet the individual needs and interests of the children who attend. Consequently, children are enthusiastic and motivated to learn. For example, children squeal with excitement and delight as they participate in a healthy eating activity, during which they enjoy tasting and smelling different fruits.

There is a sharp focus on helping children to acquire communication and language skills, and supporting their physical, personal, social and emotional development. The childminder teaches children to share and take turns, and encourages them to make choices about what they want to do to develop their independence skills. Very young

children demonstrate high levels of understanding as they independently share resources. The childminder is particularly skilled at promoting children's communication and language development. She provides a running commentary to describe what children are doing and introduces new words to extend their vocabulary. Furthermore, the effective use of puppets and props to support children's understanding of stories, rhymes and songs successfully develops their listening and attention skills. As a result, children make very good progress in this area of learning. Children have an extensive range of opportunities to develop large muscle control and coordination. For example, the stimulating outdoor environment provides a haven where children ride wheeled toys, make marks on a chalk board, dig in the sand and climb up steps to the slide. The childminder effectively helps children to develop good imaginative skills as she provides them with opportunities for role-play activities. Her skilful interactions with the children and ability to maintain their interest means that children's learning is significantly enhanced. For example, children pretend to make cups of tea and toast in the play kitchen. They tell the childminder that the food is hot and use gloves to take it out of the oven. Children also explore treasure baskets that are filled with a wide variety of natural objects, so that they can investigate different textures, sounds and smells. This helps children to develop their sense of curiosity and promotes their natural exploratory impulse. However, the opportunities for children to extend their creativity and learn to do things in different ways, by using an extensive range of open-ended materials, are less well established.

The accurate and precise observations and assessments of children's achievements and interests ensure that their needs are clearly identified. The childminder uses this information well to inform future planning. Children's progress is effectively tracked through a continuous assessment of their achievements. This helps the childminder to support them to make good progress in their learning and development, as their unique needs are recognised and planned for. Effective tracking systems are used well to monitor children's progress and enable the childminder to quickly identify any gaps in children's learning and seek external support and intervention, if necessary. Children's learning records contain a wide range of information, including photographs, observations, examples of their work and summaries of their progress. Their needs are further enhanced through strong and effective partnerships with parents. The childminder shares information with parents about what children have done in the setting and suggests simple activities they can do to support children's learning at home. Parents are provided with regular summaries of children's progress and learning records are available for them to look at whenever they wish. This provides good continuity for children. However, the childminder does not always gather extensive information from parents about children's learning and development when they first start with her, in order to enhance her knowledge of their starting points and enrich the planning process.

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

The childminder is skilled, sensitive and supports children to form strong, secure emotional attachments, which provides a firm foundation upon which to develop their personal, social and emotional skills. The sensitive, caring interaction between the childminder and

children ensures that all children form positive and trusting relationships. Children display high levels of confidence and self-esteem as they play, they talk about what they would like to do and confidently express their needs. They are eager to share their experiences with the childminder and talk freely about their home and family during their play. Consequently, children develop a strong sense of self-confidence and self-awareness, which in turn has a significant impact on their learning and development. The childminder takes children to various groups within the local community. This means that children learn to socialise with other children and adults away from the childminder's home, and become confident in new situations, in readiness for school.

The arrangements for supporting children as they move from home to the provision are carefully planned with parents from the start of the placement. The childminder gathers information about children's likes, dislikes and comforters from parents on entry to the provision. She provides opportunities for children to make choices in their activities but also, very importantly, provides a familiar routine which helps them feel safe and self-assured. The childminder successfully mirrors home routines in her setting. As a result, there is good continuity of care. Children develop good self-help skills because the childminder teaches them to adopt a 'can do' attitude and encourages them to do things for themselves whenever possible. Their good health and self-care is securely embedded as they attend to their own personal care needs where appropriate. For example, children hang up their coats, independently put on their wellingtons, then take them off and replace them by the front door.

The childminder uses positive praise and clear guidance and boundaries to manage children's behaviour, appropriate to their levels of understanding. She uses distraction techniques, talks calmly to children and offers alternative resources and activities to effectively manage any minor behavioural issues. As a result, children's behaviour is consistently good. Nutritious and healthy meals and snacks are provided for children to eat so they learn about keeping fit and healthy. Their learning is further enhanced because the childminder plans activities to teach children about adopting positive eating habits and encourages them to taste different foods and textures. They have daily access to outdoor play to enjoy regular fresh air and exercise, and the provision of quiet, cosy areas within the indoor environment gives children opportunities to rest and relax. The childminder teaches children how to keep themselves safe as she gently reminds them walk indoors and pick up toys from the floor so that they do not fall. She also teaches them how to use outdoor equipment safely and explains that knives can be sharp and have to be used carefully. The childminder models good hygiene practices and teaches children the importance of washing their hands before eating and after using the bathroom. Furthermore, children learn how to brush their teeth after meals, to develop their understanding of oral hygiene. As a result, children's health and hygiene is successfully promoted, which in turn has a positive impact on their physical and emotional well-being.

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

The childminder has a very good knowledge and understanding of how to protect and safeguard all children, which is central to her practice. She is fully aware of the signs and symptoms of abuse, what to do and who to contact if there are any child protection concerns. Parents receive a copy of the safeguarding policy and are informed of the procedure to follow should they have any concerns about the childminder or her associates. The childminder has a set of detailed policies and procedures which are consistently implemented. Children's safety is further enhanced through the implementation of rigorous risk assessments and daily checks of the indoor and outdoor environment. Furthermore, the vigilance of the childminder, consistent supervision of children and security systems, such as locks on doors, mean that children learn and play in a safe environment.

The childminder has a secure knowledge of the educational programmes, and consistent monitoring ensures that children experience a broad and balanced range of opportunities that help them progress successfully towards the early learning goals. Observations and assessments show children's achievements and clearly identify targets for children's next steps in learning. There is a thorough process in place for tracking children's progress, which means that the childminder can quickly identify any gaps in children's learning and, with permission from parents, seek out external intervention if necessary. The childminder oversees the educational programme and ensures it is effective so that children have access to a broad and balanced curriculum. She monitors observations and assessments and reviews children's learning records to ensure they accurately reflect their learning and progress. The childminder is passionate and committed to her work with children and this is reflected in her enthusiasm and the enjoyment she demonstrates when interacting and playing with the children. She has worked incredibly hard to improve her practice and address the recommendations from the last inspection. For example, she has undertaken Early Years Foundation Stage training workshops, which have had a significant impact on improving her knowledge and understanding of the observation, assessment and planning process. The childminder accurately identifies the strengths and areas for future development of the setting and her practice, through the effective self-evaluation process. She finds out the views of parents through regular discussions and written questionnaires. The childminder is proactive in seeking support and advice to help her to improve the service she provides, to enhance the learning outcomes for children. For example, she attends the network childminding groups where she receives support from the local authority and shares good practice with other childminders. The childminder is keen to strengthen her knowledge and skills through further professional development training.

The childminder has a secure understanding of how working very closely with parents has a positive impact on children's learning and development. Children's learning records are shared with them and they access a broad range of information in the form of daily verbal communication and photographs. The childminder has not yet had reason to link with other early years providers. However, she has a secure understanding of the importance of partnership working in order to promote consistency and continuity, and to prepare children for the next stage of their learning. Parents are very happy with the service, care and education their children receive. They are appreciative of the information they receive about their children through regular discussions and an informal meeting once a week. Parents also comment that the childminder 'is a star' and are impressed with the progress

children make in their learning.

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	500288
Local authority	Manchester
Inspection number	877156
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	13/10/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

