

Inspection date	04/12/2014
Previous inspection date	24/11/2008

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder provides children with an extensive range of exciting activities and experiences and skilfully uses every situation to maximise their learning opportunities. As a result, children make excellent progress in relation to their starting points.
- Children are extremely happy, sociable and confident and thoroughly enjoy their time in a relaxed and stimulating environment. They develop excellent relationships and close emotional attachments with the childminder and as a result, they show high levels of self-esteem and security within the setting.
- Children are highly confident and show an excellent level of independence for their age, as a result of the childminder's excellent practice and a carefully organised learning environment. They show excellent cooperative skills when playing together.
- The childminder comprehensively identifies and successfully minimises potential risks. She has an excellent knowledge of the safeguarding requirements and is consequently fully aware of her responsibility to protect children. This ensures that the children in her care are fully safeguarded
- Partnerships with parents are very strong and make a highly effective contribution to meeting all children's individual needs. Self-evaluation and reflective practice are used extremely well to continuously raise standards and drive improvement for the children.

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 playrooms.
- The inspector held discussions with the childminder 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 took account of the views of parents from written feedback obtained by the childminder.

Inspector

Helen Akehurst

Full report

Information about the setting

The childminder was registered in 2005. She works with two assistants and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her son in the Sale area of Trafford. Three playrooms are used for childminding and there is a secure garden available for outdoor play. The childminder's home is close to local amenities, including parks and shops. There are currently 17 children on roll, 13 of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 8am to 6.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of Trafford Childminding Network and 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:

- consider how additional strategies can further support the already very effective information sharing with other early years providers so that continuity of learning continues to be promoted to the highest level.

Inspection judgements

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

Children thrive and are highly motivated to learn as they participate in challenging activities designed to capture their imagination and interests in this high quality provision. As a result, they consistently demonstrate the characteristics of effective learning. The childminder's teaching skills are excellent and she skilfully builds on children's home-based knowledge to provide further opportunities for progression. Consequently, children make rapid progress in relation to their starting points. The childminder's expert knowledge of the Early Years Foundation Stage and how children learn best is evident as she supports children throughout the day. For example, children have a wonderful time as they develop environments for small world animals such as penguins and polar bears, using recycled materials, fabric and ice and make pretend snow by adding water to crystals. They talk about their knowledge of where the animals live and explore the properties of the ice. The children laugh as the ice cubes clatter onto the tray and they feel the coldness against their skin.

There is an extremely sharp focus placed on helping children to acquire communication and language skills and supporting their physical development and personal, social and emotional development. As a result, children are exceptionally well prepared for the next stage in their learning and school. The childminder teaches children to play cooperatively, take turns, share resources and collaborate in their play. Children are extremely independent as they move around the environment and self-select toys and equipment.

They demonstrate excellent social skills as they play cooperatively, negotiate as they play and form friendships. Children's communication and language development is supported exceptionally well by the knowledgeable and experienced childminder. For example, she uses a running commentary to describe what children are doing and asks challenging questions to help children to express their thoughts and ideas. As a result, children's communication and language development improves dramatically. The childminder provides extensive opportunities for children to develop their large muscle control and coordination through access to the garden, where they have the freedom and space to run around and explore. Regular visits to the nearby parks and childminding groups give children opportunities to use additional large climbing equipment and a range of outdoor equipment. Consequently, children's physical development is effectively promoted.

The childminder closely observes what children like to do and responds to their developmental needs by planning the resources, environment and activities to reflect their interests and next steps in their learning. As a result, children are thoroughly involved in their play, which keeps them motivated and eager to learn. Each child has an individual learning record which contains observations of significant learning, samples of their work and photographic evidence of their achievements. Children's learning is positively enhanced because parents are fully involved in their children's learning from the point of entry into the setting. This provides excellent continuity for children. The childminder gathers detailed information from parents to establish what children can do. She skilfully builds on this information by completing an initial assessment to use as a starting point for their future learning and developmental needs. In addition, the childminder uses a sharply focused monitoring system to track children's progress towards the early learning goals. This enables the childminder to identify any gaps in children's learning swiftly. Consequently, she can seek out timely intervention to support children, including the involvement of other professionals, if necessary. This demonstrates how the childminder is working to narrow any gaps in children's achievements and ensures that all children reach their full potential. Parents are fully involved in their children's learning which makes a significant contribution to meeting children's individual needs. They can access their children's learning records at any time and are provided with a summary of their activities and progress on a regular basis. Parents are offered many opportunities to contribute to their children's assessment records and share significant experiences, interests and observations of their children's achievements at home. The childminder suggests simple activities that parents can share with their children at home, such as games for turn-taking, reading stories and singing rhymes. This provides excellent continuity for children. As a result, links between home and the provision are secure and this means that partnerships with parents are highly effective.

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

Children feel safe and secure with the childminder because she provides a stimulating yet relaxing homely environment where they are valued and respected. The childminder develops strong relationships with children, which helps them develop their self-esteem and an excellent sense of belonging. Children's art work is attractively displayed on the walls, which results in every child feeling valued and respected. As a result, children's

emotional well-being is extremely well supported. The childminder provides opportunities for children to make choices in their activities but also provides a familiar routine which helps them feel safe and self-assured. She gathers information from parents on entry about children's likes, dislikes and daily routines and provides a highly effective settling-in process to ensure every child feels special and valued as an individual.

This means that children settle quickly and confidently form new friendships. The childminder teaches children to do things for themselves whenever possible, but at the same time is always nearby to offer support if needed. Children demonstrate high levels of independence appropriate for their age and clap excitedly when they achieve a task which at first they find difficult. Consequently, children are confident to try new things and fully participate in the high quality resources and exciting activities the provision has to offer. Children show high levels of confidence and emotional security, which prepares them well for their future moves to other settings and eventually to school. The childminder is very skilled at managing children's behaviour. She is calm and patient in her interactions with them and acts as an excellent role model. The childminder provides clear and consistent boundaries and children respond well as they listen to her explanations of how their actions affect the feelings of others. As a result, children's behaviour is very good. The childminder places a strong emphasis on teaching children to manage their own personal care needs. For example, children learn to hang up their coats and manage their own personal care needs in the bathroom. The childminder provides children with a variety of healthy meals and snacks and talks to the children about food that is good for them. She encourages them to try new foods to promote their awareness of the importance of a healthy balanced diet. Children benefit greatly from the wealth of opportunities the childminder provides for them to access fresh air and exercise. For example, they have regular access to the garden and go for walks in the local community. The childminder also fully recognises the need for children to be able to have quiet, restful times. She provides cosy, comfortable areas indoors where children can look at books and relax. This enables them to be refreshed and make the most of the experiences available to them.

The childminder role models excellent hygiene practices and teaches children the importance of washing their hands to remove germs. She consistently gives the highest priority to the safety of children and effectively supports them to develop their understanding of how to keep themselves safe, both indoors and when out walking. For example, she teaches children the rules of road safety and how to stay safe when out in the community. Children learn that they need to tidy up resources so that they do not trip over them and that they wear special wristbands when on outings so that they can stay together and easily be seen. Consequently, children gain an excellent understanding of how to keep themselves safe and their physical and emotional well-being is exceptionally well promoted.

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

The childminder is fully aware of her roles and responsibilities to ensure children are kept safe. Extremely thorough safeguarding policies and procedures are shared with parents and underpin the excellent practice. The childminder has an expert knowledge of the signs and symptoms of abuse and neglect and what to do and who to contact in the event of a child protection concern. Accurately maintained records also ensure that children's welfare is securely protected. Security systems such as locked doors and careful vetting of visitors, including signing in and out sheets, ensure that children are kept safe from unwanted intruders. Comprehensive risk assessments are completed and include all areas of the premises, activities and outings, to ensure children's safety remains paramount. As a result, children's safety and well-being is exceedingly well promoted.

The childminder has an extremely thorough knowledge of the educational programmes and through consistent, highly accurate monitoring she ensures that children experience a broad and balanced curriculum. She is very experienced and her expert knowledge and understanding of the Early Years Foundation Stage is successfully translated into practice. This has a significant impact on children's learning and development and contributes to the excellent progress that they make. Systems for monitoring educational programmes, individual planning and assessment are robust, so that children receive a broad and varied learning experience based on their individual needs. As a result, they make excellent progress in relation to their starting points. The highly effective system for monitoring assessments and tracking children's progress means that the achievement gap is rapidly closing.

Self-evaluation is well documented and highlights the strong emphasis on maintaining high levels of achievement for all children. The childminder has worked consistently hard to develop and improve her practice and has fully addressed the recommendation from the last inspection. The childminder is totally dedicated to her work with the children and works constantly to provide them with the best possible care and education. She is animated and enthusiastic and this is reflected in how she interacts and plays with the children. Strengths and areas for development are clearly identified and targeted plans are in place to secure continuous improvement. The childminder supervises her assistants to develop their practice and to improve their knowledge and understanding. The childminder is proactive at seeking out further information to ensure her practice continues to improve. For example, she sources information from a range of reading materials and the internet and shares good practice with other childminders. She is enthusiastic about the plans she has for the future development of her practice. For example, she talks excitedly about developing the garden in different ways to enhance children's opportunities for learning and development even further. Children and parents are involved in the self-evaluation process through questionnaires and discussions. Plans that are in place for the childminder's ongoing professional development are extremely well targeted and prioritised. This has a significant impact on improving learning outcomes for children.

The childminder establishes outstanding relationships with parents and other providers. Comprehensive information is shared with the local nurseries and schools children will be moving to and this helps ensure that children are supported exceedingly well as they move on to the next stage in their learning. However, there is scope to further develop the sharing of ongoing information about learning and progress where children attend local nursery classes alongside the childminding setting, to ensure that continuity of learning

continues to be promoted to the highest level. Parents are highly complimentary about the childminder and the care and education their children receive. They comment that she is flexible and approachable and that children have made very good progress. Parents comment that the childminder makes sure that children are happy and settled and that she works very closely with parents, involving them in all decision-making.

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	EY305400
Local authority	Trafford
Inspection number	861868
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	18
Number of children on roll	17
Name of provider	
Date of previous inspection	24/11/2008
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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