

<b>Inspection date</b>	11/12/2014
Previous inspection date	09/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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## **The quality and standards of the early years provision**

### **This provision is good**

- The childminder fully understands her role in supporting children in their learning. Her teaching is consistently good. Consequently, children make good progress.
- Children form strong, loving bonds with the childminder who is attentive and sensitive to their needs. As a result, they are secure and happy in her care and motivated to explore and learn.
- The childminder displays a good understanding of how to keep children safe. She is aware of how to report any concerns about their welfare and ensures children are fully supervised to protect them from harm.
- The childminder works in close partnership with parents to meet the individual needs of each child. She demonstrates a strong commitment to continuous improvement.

### **It is not yet outstanding because**

- There is scope to strengthen the already good partnerships with parents by promoting the importance of home learning even further.

## 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 viewed the areas of the premises used for childminding.
- The inspector observed the childminder's practice and her engagement with children throughout the inspection.  
The inspector viewed the children's learning journals, a selection of policies and records, including risk assessments, safeguarding procedures and children's information records.
- The inspector checked evidence of the suitability of household members and recent training and qualifications completed by the childminder.
- The inspector took account of the views of parents and carers from existing written references and verbal interviews.

## Inspector

Marina Howarth

## Full report

### Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, three adult children and her mother in the Withington area of Manchester. The whole of the ground floor is used for childminding. The rear garden is available for outdoor play. The childminder attends toddler groups and activities in the community. The childminder collects children from local schools. There are currently 10 children on roll, four of whom are in the early years age group. The childminding provision operates all year round from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The family has a pet dog.

### What the setting needs to do to improve further

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

- strengthen the existing good partnerships with parents by focusing more precisely on developing a shared approach to children's learning by providing enhanced information about how they can continue this at home.

## 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 levels at which they succeed are enhanced by the childminder, who has a good understanding of how to engage and capture their interest. She provides children with a range of interesting and challenging experiences that meet their individual needs. For example, young infants show curiosity and high levels of concentration as they explore friction cars. They discover that the car moves independently when they press a button. They remain captivated and focused in what they are doing as they repeat the process, which consolidates their learning. The childminder understands the importance of working in partnership with parents and values their contributions. She collects useful information about what children can do before they start so that she has a clear idea of children's starting points. The childminder records children's progress through regular observations, which are used to plan appropriate next steps in learning for each child. As a result, she knows individual children well, such as their interests, capabilities and learning styles, which mean that all children are best supported to make good progress over time. The childminder keeps individual learning journals, which illustrate children's skills. These include a wealth of photographs that capture and document children's achievements. Information about children's progress is shared with parents through daily, verbal feedback. However, information and ideas about how to continue children's learning at home is not consistently provided to ensure a shared approach and continuity in children's learning.

The childminder routinely introduces mathematical concepts into play. For example, during play with a tea set she encourages the children to count the number of cups and plates. They learn to categorise objects according to shape and size. This helps to promote children's problem solving, reasoning and numeracy skills. Young infants develop their early awareness of how things work as they eagerly explore cause and effect toys, and discover that by turning knobs and pressing buttons they are able to produce lights and different sounds. The childminder provides a range of mark-making resources, such as crayons, markers and paint. Consequently, children are developing the early writing skills they need in preparation for school. The childminder provides a broad and balanced educational programme. Children's time in the childminder's home is complemented by a varied range of activities and experiences within the local community. As a result, children have regular opportunities to learn about the natural world as they visit farms, go on nature walks and take part in planned activities, such as the celebration of different festivals.

Teaching is strong as the childminder skilfully intervenes to extend children's learning during child selected activities. For example, while playing with a toy medical set, children are provided with time to explore different medical items. The childminder sensitively guides them in their play by demonstrating what each item is used for. She offers simple explanations and pretends to be poorly, as the children eagerly engage in making her feel better by using the variety of equipment in different ways. The childminder responds to children's interests as she invites them to share their chosen books, while they cuddle up closely together. She purposefully extends children's language and vocabulary by asking open-questions, encouraging older children to talk about the pictures and identify what the characters in the story are doing. She uses animated expressions and a variety of voice tones, which captures the children's interest and brings the story alive. Children are provided with time to process their thoughts. They eagerly repeat words and phrases from familiar stories as the childminder encourages and supports their recall of what happens next. Young infants excitedly explore colourful board books, which they handle with curiosity. They point to pictures and listen with interest as the childminder identifies pictures of animals and makes animal sounds, which they try to repeat. This supports their developing understanding about their world and their early communication skills.

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

Children's personal, social and emotional development is very well fostered and successfully promotes their confidence and ensures they are well prepared for the next steps in their learning, including starting nursery or school. Children develop secure, trusting relationships with each other and the childminder as they benefit from a well-planned gradual settling-in process which is tailored to each child's needs. For example, the childminder gathers detailed information from parents before children start, which helps her to find out about children's preferences and their daily routines. Partnerships with parents are strong and the daily exchange of information means that parents are kept fully informed about their child's daily experiences. The childminder's in-depth knowledge of the children in her care enables her to meet their individual needs effectively. As a result, the move between home and the childminder's home is a positive experience. Children are warmly welcomed into a child-friendly environment, which is

clean and well organised. Their safety is given priority as the childminder ensures her home is safe and secure. She encourages children to be active by providing a wide selection of toys and resources. These are organised well and located within easy reach enabling children to make independent choices in their play. As a result, they are happy and confident to explore and are motivated to learn through participation across a range of play experiences.

The childminder encourages children to be active and explore their environment, while teaching them to be safe. She helps children learn about taking small risks as they use climbing equipment during visits to the park and play centres. She ensures that space in her home is organised well to enable children to move around freely. She gently reminds them to tidy up toys when they have finished playing to ensure there is 'walking space' so they do not trip over. As a result, children are aware of their own safety and the safety of others. The childminder acts as a good role model in the calm and consistent way she approaches behaviour management. She helps children to understand about sharing as they take turns with the toys and offers simple explanations to discourage unwanted behaviour. Children's self-esteem is promoted well as the childminder offers lots of meaningful praise, which develops children's confidence and helps them to feel good about what they do.

Children's good health is promoted by the childminder because she encourages them to adopt a healthy lifestyle. Regular opportunities for physical exercise and outdoor play enable them to use their bodies in a variety of ways. For example, they enjoy visits to the local park and soft play centres. This results in children being content, healthy and alert. Children sleep and rest in accordance to their needs. They snuggle up with blankets while the childminder gently soothes them and wake up refreshed ready to participate in their chosen play. Meal and snack times are valued as social occasions where children are encouraged to make healthy choices about what they eat and drink because the childminder provides a varied range of healthy snacks and meals. Daily routines promote hand washing and children are competent at managing their own personal needs because their self-help skills and emerging independence is well promoted by the childminder. For example, young infants demonstrate good, independent self-care skills, as the childminder encourages them to feed themselves.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and how to meet them. She has completed safeguarding training and is aware of the signs and symptoms which would alert her to any child protection issues. In addition, she is confident about the action she would take if she had a concern about a child in her care and the procedures to follow in the event of an allegation being made against an adult in the household. There is a clear safeguarding policy, which also provides guidance about the use of mobile phones and cameras. Children benefit from the childminder's commitment to ensuring the premises are safe through ongoing risk assessments. She ensures she is always close to the children to ensure good supervision and for their safety. The childminder shares information with

parents as to how to raise concerns, including details of how to contact Ofsted as the regulator. Consequently, they are well informed of the childminder's responsibilities.

The childminder has a good understanding of her responsibility in meeting the learning and development requirements of the Early Years Foundation Stage. Children are offered a range of enjoyable and challenging experiences that reflect their interests to enable them to make good progress in their learning. The childminder uses a tracking system to ensure that all areas of learning are covered and the next steps in children's learning are identified. As a result, the childminder knows where each child is in their stage of learning and where they need further support. The commitment and drive of the childminder results in a warm, welcoming, safe and stimulating environment, where children can thrive. For example, the childminder has addressed the previous action and recommendations from her last inspection. She now obtains information from parents during the settling-in period to confirm who has parental responsibility for each child. She has reviewed her risk assessment procedures to ensure they are more robust, which she regularly reviews and updates. In addition, an effective self-evaluation process is developing well, where her strengths and areas for development are clearly identified. The childminder seeks the views of children and parents through daily discussions and information gathered from the childminder's observations of the children. Ideas and suggestions are implemented, such as providing activities and experiences that children have requested. The childminder has attended a variety of training since her last inspection developing her knowledge and skills. She regularly meets with other childminders in the community to share ideas. This drive for improvement means the childminder is continually enhancing the service she provides to support children's achievements over time.

Partnerships with parents are strong in most aspects. Daily verbal information is exchanged to inform parents of the types of activities, foods and outings children experience during their time with the childminder. Information is gathered from parents relating to children's likes and dislikes. The requirement for progress checks for children between the ages of two and three years is fully understood and the childminder is clear about how this should be shared with parents. As a result, children's individual needs are well met. Parents are complimentary about the service provided by the childminder. For example, feedback from recent references shows parents are very happy with the care and the progress their children are making. The childminder has established effective partnerships with schools and other professionals and this continues to be enhanced. Therefore, children are effectively prepared for their move on to school and children are supported to meet their goals because all professionals are working together to achieve this.

### **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

<b>Unique reference number</b>	EY356948
<b>Local authority</b>	Manchester
<b>Inspection number</b>	820936
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	09/02/2011
<b>Telephone number</b>	

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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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