

Inspection date	12/01/2015
Previous inspection date	08/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 provides a broad range of resources, which meet children's needs and as a result, they make good progress in their learning and development
- The childminder knows how to implement her safeguarding policies and procedures to protect and promote children's welfare. All required records are well organised.
- Partnerships with parents and other early years providers are well established. This ensures a consistent approach to meet children's individual care and learning needs.
- Children form close bonds with the childminder because she gets to know them well ensures their needs are met. This effectively supports their emotional well-being.

It is not yet outstanding because

- Children are not always able to independently access creative media and materials in order to fully promote their creativity and express their own ideas.

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 spoke to the childminder and her assistant about their practice at appropriate times during the inspection.
- The inspector observed the childminder and her assistant caring for and playing with the children.
- The inspector had a tour of the childminder's home, including kitchen, garden and play areas.
- The inspector checked evidence of suitability checks carried out for all adults within the home and the childminder's self-evaluation and development plan.
- The inspector sampled children's progress records and a range of documentation, including safeguarding policy and procedures, accident and medication records.

Inspector

Nicola Kirk

Full report

Information about the setting

The childminder was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her mother, husband and two children in a house in the Levenshulme area of Manchester. The whole of the ground floor, bathroom on the first floor and the rear garden are used for childminding. The family has a dog as a pet. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently eight children on roll, five of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 8.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She 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:

- organise resources effectively, to enable children to have independent access to a range of creative media and materials to be able to express their own ideas and be creative.

Inspection judgements

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

The childminder has a good understanding of how children learn and develop and knows what to do to support their progression. The childminder and her assistant work well together to support children's progress and ensure children acquire the key skills needed for their next stage in learning. The childminder plans activities and experiences, which support children to make progress across all areas of learning, which take into account children's interests and next steps in learning. The childminder is skilled at differentiating activities to support children of different ages. For example, while playing with a toy kitchen, she asks open-ended questions to encourage older children to talk and think. She models mathematical language to support children to learn new vocabulary about shape and space, while also supporting babies to speak by talking slowly and reinforcing their speech by repeating words back to them. Children enjoy making marks with chalk and explore the texture of dough. The childminder encourages them to use scissors to cut paper. However, as these resources are out of reach, children are not able to independently access these activities to be creative and express their own ideas.

Teaching is good and as a result, children make good progress in all areas of learning. The childminder stays close to children as they play, smiling, making eye contact and using praise effectively to encourage and motivate them. Children are supported well in their

physical development. The childminder has a trampoline and a range of wheeled toys in her garden. They also regularly visit outdoor sessions in a local school, where they have enjoyed making dens and climbing trees. Babies are supported as they crawl and begin to walk. The childminder has small chairs which support them to be independent in getting on and off themselves. There is plenty of space for children to crawl and she supports children well as they make their first steps.

The childminder observes and assesses children and uses the information she gathers to plan activities and experiences, which meet children's individual needs. She tracks children's progress at regular intervals and highlights gaps in learning, which she addresses. Partnerships with parents are good and information about learning, development and care is verbally shared at drop off and pick up times. Parents can access children's learning files and feel very happy with the information they receive from the childminder. They are provided with a wide range of good quality written information, including policies, procedure, daily routines and the areas of learning.

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

The childminder provides a warm, friendly and stimulating environment for learning. The childminder provides a wide variety of toys, resources, tools and equipment. The childminder knows the children in her care very well and quickly adapts the routine to suit their needs, for example, the childminder knows if children have not slept well the previous night, she ensures that they have a sleep slightly earlier. The childminder supports children to become independent, encouraging them to do things for themselves, such as helping themselves to tissues when they need them. Consequently, children's self-help and self-care skills are well developed. The childminder values the outdoors, using the garden and local environment to provide children with daily opportunities for fresh air and exercise. She provides healthy snacks and drinks, which are available when children need them and talks to them about how to be healthy. As a result, they begin to develop an understanding of how to make healthy choices. The childminder works well with her assistant to support care routines with children.

Flexible settling-in procedures and working closely with parents ensure that children are given the time they need to feel confident and safe with her. She collects a variety of information from parents about children's care, learning and development needs, as well as individual likes, dislikes, interests and home routines before they start in the setting. This is used to plan interesting and enjoyable experiences for children to help them settle quickly. The childminder recognises the importance of helping children prepare to move on to school. She talks to them about the forthcoming changes and familiarises them with the school environment when they accompany her at drop off and pick up times. In addition, the childminder regularly attends playgroups so children become familiar with socialising in larger groups of children.

Children are well supported to develop a sense of how to keep themselves safe. The childminder reminds children to tidy away toys so they do not trip over them. Children's behaviour is very good as the childminder has high expectations of them and sets clear

boundaries. She is a very good role model and as a consequence, children are considerate, polite and respectful in return. She supports children to take turns and shares through playing games. For example, they pass a wheeled toy to each other and the childminder models turn-taking language and lots of praise, while they do this. Consequently, all children share the toys very well.

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

The childminder manages her service and assistant efficiently. For example, clear policies and procedures are in place that set out the childminder's responsibilities for promoting children's safety and welfare. The childminder and her assistant are secure and confident in what action they must take to protect children, if they have concerns about a child's welfare. They have both completed safeguarding training to support their understanding of child protection. All required documentation is kept up-to-date, stored and organised securely, to maintain confidentiality. Rigorous risk assessments ensure children are cared for in an environment that is safe, secure and well maintained. Appropriate action is taken to minimise any risks, such as stair gates to prevent children climbing steps themselves. Daily registers with hours of attendance of children are kept and parents sign accident and medication forms when needed.

The childminder has a good knowledge of the Early Years Foundation Stage, to provide activities that keep the children stimulated and interested across the seven areas of learning. The childminder has a good understanding of children's individual needs and interests. She has an effective system in place to ensure she tracks children's progress to ensure there are no gaps in their learning. The childminder monitors and evaluates her own professional development effectively and is in her final year of a masters degree in childcare. The childminder has addressed all areas for improvement raised at the last inspection. Consequently, she has demonstrated that she has a good capacity to continue to improve. Her assistant only currently assists her on an occasional basis and she is aware of her responsibility to oversee her work. Systems for self-evaluation are in place. The childminder regularly seeks the views of parents through questionnaires. As a result, she gains information from parents about what she needs to do to take the provision on further and continuously develop the service she offers. The childminder works effectively with parents. They value the childminder's support and flexibility and feel that their children's needs are met. Relationships with schools and other professionals are good and used effectively to ensure that relevant information is shared. Consequently, continuity of care and learning for children is very well supported.

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	500248
Local authority	Manchester
Inspection number	872246
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	8
Name of provider	
Date of previous inspection	08/01/2009
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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