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| Inspection date | 12 February 2015 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: Previous inspection: | Good Not applicable | 2 |
|--|---|-------------------------------|----------|
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting does not meet legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- The childminder provides a variety of resources and well-planned activities to suit children's individual stages of development. As a result, children remain interested and motivated to learn.
- The childminder regularly observes children, accurately assesses their progress and identifies their next steps in learning. Therefore, children make good progress in their learning and development.
- The childminder supports children to develop secure attachments. Children are confident within their environment and are happy and settled in the childminder's care.
- The childminder has a good awareness of child protection procedures and recognises the possible signs that children may be at risk from abuse. As a result, they are kept safe in her care.
- The childminder demonstrates commitment to improving her provision. She seeks out training and takes effective steps to evaluate the service she provides to children and their families.

It is not yet outstanding because:

- The childminder has not fully developed a system to consistently exchange information about children's next steps in learning with other settings that children attend, to enhance continuity of learning between settings.
- The childminder does not always consistently follow her procedures to help prevent the spread of infection.

What the setting needs to do to improve further

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

- strengthen existing partnerships with other early years providers to consistently share children's learning, in order to complement and support their individual developmental needs
- build upon the good hygiene practices in place to prevent the spread of infection by ensuring they are consistently adhered to.

To meet the requirements of the Childcare Register the provider must:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed activities and interaction between the childminder and the children during play.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at documents relating to the Early Years Foundation Stage provided by the childminder, including children's assessment records and evidence of the suitability of the childminder and other adults in the household.
- The inspector carried out a joint observation with the childminder.
- The inspector considered the views of parents and discussed self-evaluation.

Inspector

Joanne Ryan

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder has a good knowledge of each child she cares for, which means she is able to offer experiences which challenge and interest children. For example, young children delight in splashing in water and developing their physical skills as they squeeze water out of toys. The childminder extends learning further by providing commentary as children play. Babies babble away happily in response, which supports their communication and language skills. The good range of stimulating activities means children are well prepared for their next stage in learning. The childminder generally talks with teachers at settings where older children spend most of their time and she supports children to complete activities started at school. However, she has not worked with other providers to identify children's individual next steps in learning to create a fully consistent approach. The childminder provides children with new experiences and takes them to play sessions to build their confidence and self-esteem in a range of situations. As a result, children are developing their social skills.

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

The childminder has a warm and caring nature towards the children she cares for and she follows their lead in play. This builds children's confidence in the decisions they make. The childminder talks to parents when children first start to attend her setting to gather information about their care and learning needs. As a result, she knows them well and they settle easily into her care. The childminder keeps parents informed about their children's day by completing a daily diary. In the main, routines prevent the spread of infection and enable all children in the care of the childminder to remain healthy. For example, the childminder cleans children's hands before they eat lunch. However, she occasionally does not follow her good practices and tastes children's food and then allows them to eat their lunch with the same spoon. The childminder takes children on regular walks to visit places in the community, which gives them regular access to fresh air and promotes a healthy lifestyle.

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

The childminder has a good knowledge of the requirements of the Early Years Foundation Stage. She tracks children's progress and plans experiences that focus on the areas where children make slowest progress. Therefore, all children make good progress in their learning and development. The childminder attends training. As a result, she has developed her observation, assessment and planning process to ensure it is detailed and focused. She liaises with other childminders to share good practice and identify areas for improvement. As a result, she has created an environment where resources are easily accessible to all children in her care, which supports their independence skills. The childminder ensures her home is safe and carries out risk assessments, and takes action to minimise any hazards that are identified.

Setting details

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| Unique reference number | EY384654 |
| Local authority | Manchester |
| Inspection number | 989060 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Name of provider | |
| Date of previous inspection | Not applicable |
| Telephone number | |

The childminder was registered in 2008 and lives in Abbey Hey. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

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.

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