

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 16 February 2015 |
| Previous inspection date | 4 January 2011   |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b>  | <b>2</b> |
|--|-------------------------|--------------|----------|
|  | Previous inspection:    | Satisfactory | 3        |
| 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 <b>meets legal requirements for early years settings</b>                   |                         |              |          |

## Summary of key findings for parents

### This provision is good

- The childminder has a good understanding of how children learn. She provides activities based on their existing interests to support their progress towards the early learning goals.
- Children demonstrate confidence and security due to their good relationships with the childminder, who knows them well.
- Children benefit from a welcoming and well-resourced environment, which promotes their independence and allows them to follow their own interests.
- The childminder demonstrates a strong commitment to improve through her effective self-evaluation procedures. She considers the views of parents and children to identify accurate targets for improvement.
- The childminder has implemented robust procedures to keep children safe. She demonstrates a good understanding of local safeguarding procedures, in order to report concerns regarding children's welfare. As a result, she is able to protect children from harm.
- The childminder is committed to building strong partnerships with parents and other professionals, in order to meet children's needs effectively.

### It is not yet outstanding because:

- Occasionally, the childminder does not always provide enough time for children to respond to questions, in order to further enhance their understanding of what is happening.
- The childminder does not always maximise the opportunities for children to explore different types of weather, in order to extend their understanding of the natural world.

## What the setting needs to do to improve further

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

- support children's understanding of what is happening and why by providing them with even more time to think about and respond to questions
- maximise the opportunities for children to explore and experience the natural world in different weather conditions.

### Inspection activities

- The inspector reviewed activities in the indoor area and sampled children's learning records and information.
- The inspector conducted a joint observation with the childminder and spoke with her and children at appropriate times during the inspection.
- The inspector took into account the views of parents recorded by the childminder.
- The inspector reviewed the childminder's self-evaluation form and a range of documents, including policies, procedures and samples of qualifications, including paediatric first aid.
- The inspector reviewed evidence of the suitability of the childminder and other adults living in the household.

### Inspector

Lauren Grocott

## Inspection findings

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

All children make good progress in their learning. They develop the skills required to prepare them for their next stage of learning or a move to school. Children's imaginative play is very well supported. The childminder joins in with their games, for example, as they dress dolls up and brush their hair. She skilfully extends play using questions that encourage children to think. Occasionally, the childminder does not provide children with enough time to respond to her questions to further enhance their understanding of what is happening. Children's understanding of diversity is promoted particularly well. They visit local supermarkets that serve a range of communities. They talk about foods and dress styles from different cultures. There is scope for the childminder to further enhance children's understanding of the natural world. For example, by providing children with even more opportunities to play outdoors in different types of weather.

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

The childminder promotes children's good health well by providing healthy snacks. She discusses the importance of eating fruit and vegetables during play. She ensures children have ample opportunities for exercise and that hygiene routines are well embedded. Children demonstrate a good understanding of turn taking as the childminder skilfully role models this for them. They behave well and develop self-esteem as the childminder praises them for their achievements. She uses play to help prepare children for their next stage of learning. For example, she uses small world models and discusses how children will get to their new school and who will help them to cross the road safely. Children's independence is well promoted, as they have opportunities to cut their own fruit for snack and prepare their own lunch. The childminder obtains purposeful information from parents when children join her setting. This helps her to get to know children well and foster their emotional well-being effectively.

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

The childminder demonstrates a commitment to continually improve her setting. For example, she is currently undertaking her level 3 qualification to enhance her existing good knowledge and skills. She has strong links with other local childminders and the local authority for support and professional development. The childminder has a good understanding of the requirements of the Early Years Foundation Stage. Partnership working with parents and other professionals, is well embedded. The childminder involves parents in children's initial and ongoing assessments, in order to keep them informed of children's progress and learning. She uses her assessments and tracking to monitor the educational programmes. This ensures that children have opportunities to develop skills in all areas of learning. This enables her to quickly identify areas of children's learning, which are less than expected and secure interventions for them if needed.

## Setting details

|                                    |                |
|------------------------------------|----------------|
| <b>Unique reference number</b>     | EY411358       |
| <b>Local authority</b>             | Manchester     |
| <b>Inspection number</b>           | 879712         |
| <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>  | 4              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | 4 January 2011 |
| <b>Telephone number</b>            |                |

The childminder was registered in 2010 and lives in Gorton, Manchester. She operates from 7am to 4pm, Monday to Friday, for 50 weeks per year and excluding bank holidays and family holidays. She provides funded early education for two-year-old children.

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