

<b>Inspection date</b>	24 February 2015
Previous inspection date	15 March 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not met	<b>2</b>
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 creates a relaxed atmosphere. She gives clear and consistent messages to children about what is acceptable behaviour and they behave very well.
- The childminder has established effective working relationships with parents. She discusses children's care, progress and future learning. As a result, children's care and learning needs are consistently met, preparing them well for school.
- The childminder clearly understands her responsibility to protect children and to keep them safe from harm. She is well informed about the reporting procedures for if she had a concern about a child's welfare.
- The childminder has a good understanding of the learning and development requirements. She monitors, assesses and tracks the progress children make. This helps her to swiftly identify potential gaps in children's learning and to seek prompt professional support.
- The childminder develops children's understanding of the diverse community and the wider world around them, by celebrating festivals and events, such as Chinese New Year. As a result, children develop positive attitudes to others and begin to observe and value their similarities and differences.

### It is not yet outstanding because:

- Opportunities for children to extend their literacy skills, for example, by visually connecting their writing and the sounds of letter and words to text in the environment, are not fully maximised.
- The childminder does not consistently support children to do things for themselves, such as tidying away the resources at the end of the day and taking on the responsibility for small tasks during mealtimes to foster their independence.

## What the setting needs to do to improve further

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

- extend children's literacy skills even further, for example, by providing labels, captions and meaningful text in the environment for children to model and practise their reading and writing skills
- extend opportunities for children to do things for themselves, to develop their independence skills even further, for example, during snack time and with tidying away resources at the end of the session.

### Inspection activities

- The inspector toured all areas in the home used for childminding.
- The inspector evaluated learning activities with the childminder.
- The inspector checked evidence of the childminder's suitability, qualifications, risk assessments, and policies and procedures to safeguard children's welfare.
- The inspector took into account the views of parents as recorded in written parental questionnaires.
- The inspector looked at children's records, planning documentation and discussed the childminder's self-evaluation.

### Inspector

Helen Gaze

## 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 understanding of how children learn. She regularly completes observations of children at play and plans interesting and challenging activities. The environment is carefully organised to meet all children's varying needs and interests and this effectively supports children in developing positive attitudes to learning. For example, she provides sensory materials and media, such as ice, wooden and metal objects to promote babies' natural curiosity to explore and investigate as part of their communication and language development. Children explore with water and straws and discover how to make bubbles. They use chalk to make marks and some children form recognisable letters and words which supports them well for future learning at school. The childminder supports younger children by saying the letter sounds, to help them to write their name. However, children do not have opportunities to match or connect their writing and ideas of initial sounds of letters and words, for example, to text in the environment.

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

The childminder has developed trusting and supportive relationships with children and their families. She provides settling-in sessions and gathers detailed information on routines and care needs, particularly for babies, before children start. This means children settle quickly and their needs are well met. The childminder provides a warm and welcoming environment where children feel valued and respected. For example, she thoughtfully displays children's art work to build their confidence and self-esteem. As a result, children develop a secure sense of belonging. As mealtime approaches the childminder encourages children to wash their hands independently. However, children are not always consistently encouraged to tidy away the resources and they do not help to prepare for snack, to support them further in learning to do things for themselves.

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

The childminder has a secure understanding of the safeguarding and welfare requirements and meets these well. As a result, actions from the previous inspection have been fully addressed. She regularly completes risk assessments and has a range of policies and procedures that underpin her good practice. Documentation is well organised and thorough, including details and records of children's attendance. The childminder has a drive and commitment to develop the service she provides to improve outcomes for children. She continually reviews her practice and is proactive in identifying her training needs. For example, she has completed a recognised childcare qualification at level 3 and further training in English and mathematics. Furthermore, she works collaboratively with other professionals and regularly receives updates from the local authority advisors and the local Sure Start centre. This ensures that she has the professional skills and knowledge to effectively support children in their learning and as a result, they make good progress.

## Setting details

<b>Unique reference number</b>	EY241623
<b>Local authority</b>	Manchester
<b>Inspection number</b>	887464
<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>	15 March 2012
<b>Telephone number</b>	

The childminder was registered in 2003 and lives in the Longsight area of Manchester. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a recognised early years qualification at level 3.

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