

Inspection date	15/01/2015
Previous inspection date	18/11/2008

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 quality of teaching and learning is good and the childminder has a good understanding of the abilities and needs of children in her care. As a result, children make good progress in their learning.
- The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. This ensures children are kept safe and their well-being is effectively promoted.
- Children form good relationships with the childminder and their friends. This enables them to feel self-assured and engage successfully in learning through play.
- Partnerships formed with parents are highly effective, with everyone working closely together to meet children's needs.

It is not yet outstanding because

- The childminder does not always effectively share detailed information about children's learning with other settings they attend, or at transition, to ensure that continuity of learning is promoted to the highest level.
- The childminder does not consistently reflect on the different ways in which children learn, which results in missed opportunities to enrich the planning process further and support children in making the best possible progress.

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 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.
- The inspector carried out a joint observation with the childminder.
- The inspector checked evidence of the suitability of the childminder and all household members.

Inspector

Helen Akehurst

Full report

Information about the setting

The childminder was registered in 1991 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in a house in Flixton, Manchester. The whole of the ground floor and the rear garden are used for childminding. The childminder attends a local childminding playgroup. She visits the shops, the library and the park on a regular basis. She collects children from local schools. There are currently seven children on roll, three of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- extend the sharing of detailed information about children's learning with other settings they attend, so that continuity of learning is promoted to the highest level
- use the different ways in which children learn, in order to enrich the planning process still further and support children in making the best possible progress.

Inspection judgements

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

The childminder has a good knowledge of how children develop and learn. She provides a wide range of activities and experiences that give children many opportunities for independent play and learning. Consequently, they are making good progress in all areas of their development. Children choose between the indoor and outdoor environment so they can play where they learn best. In the outdoor area children enjoy riding, climbing, sliding and swinging, developing their large physical skills. There are good opportunities indoors and outdoors for children to make marks, which supports them in their early writing skills. Children enjoy using numbers and count carefully, pointing to each object in turn.

The childminder gathers information about children's starting points from discussions with parents. She is able to build on what children know and extend their learning. The childminder regularly shares children's progress with their parents through daily discussions and provides them with information relating to children's next steps in learning, so they are able to continue this learning at home. Therefore, a consistent

approach is created. The childminder completes ongoing observations of the children, which allows her to provide activities and experiences that enhance learning and support children to make good progress. However, when planning and guiding children's activities, she does not consistently reflect on the different ways that children learn. As a result, opportunities are missed to enrich the planning process and support children to make the best possible progress. The childminder maintains a record of individual children's learning. This record contains observations in both written and photographic format and tracks children's progress over time. The clear procedure enables the childminder to target learning in the areas of greatest need. The childminder demonstrates an awareness of how to support children with special educational needs and/or disabilities. She is aware of which agencies to consult and the process of assessment. As a result, all children are supported in making good progress over time, given their starting points.

The childminder plays alongside the children and constantly encourages them to talk, which helps them to develop their vocabulary. Children enjoy rhyming activities and have opportunities to enjoy familiar books. The Childminder talks to the children about their play and ideas, and asks questions about their thinking, which supports them to make good progress in communication, language and literacy skills. Regular visits to play sessions with a local childminder group give children the opportunity to play with other children and develop friendships, which helps them in developing their social skills and to be ready for their next stage in learning.

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

The childminder has established strong and secure attachments with children. Her sensitive and calm approach means that children are happy and content as they play and seek resources that stimulate their interests. The childminder respects children's views and values their opinions as she consistently offers them choices. For example, children decide how they will use different resources to support them in their play. The childminder gathers a range of information from parents and children have opportunities to visit before they start attending. This supports a smooth transition process and supports children's emotional well-being. She discusses the children's routine with parents daily and ensures that all parents understand what children have been doing throughout the day, through the use of a daily diary.

The childminder sets clear and consistent boundaries for children, helping them to manage their behaviour. She helps children understand about taking turns and being kind to each other, and this helps them to learn about the impact of their actions. The childminder offers the children lots of praise and encouragement, which boosts their confidence and self-esteem. The childminder undertakes activities to help children develop their understanding of risk. For example, they visit the park and local nature reserve, as well as walk to school and to the shops and the library. The childminder uses these trips to help children learn about playing safely and to discuss the importance of road safety.

The childminder promotes good hygiene practices and children's independence. She shows young children how to wash their hands after using the toilet and before snacks and meals. The childminder provides children with healthy snacks and meals, and ensures

meal times are a pleasant, sociable time where they all sit and chat together. She supports and encourages young children to learn how to eat independently, enhancing their self-care skills. Children have many opportunities to be out in the fresh air and undertake exercise, which contributes towards a healthy lifestyle.

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

The childminder demonstrates a good understanding of her safeguarding responsibilities. She has an up-to-date policy, which outlines the procedures in place in the event of a safeguarding concern. The childminder undertakes a risk assessment of her home and outings. She puts effective measures in place to minimise any potential hazards. For example, she talks to children about the dangers of hot food and surfaces in the kitchen while they prepare for lunch. The childminder has an up-to-date first-aid qualification, so she is able to respond to accidents and injuries swiftly. The childminder vigilantly checks the identification of visitors and keeps her house and garden secure. She implements a clear mobile phone policy in order to protect the children in her care.

The childminder ensures that her planning, observations and assessments meet children's individual interests. She monitors their development regularly and completes summative assessments. Consequently, it is clear how well children are progressing towards the early learning goals and any early intervention required can be easily identified. The childminder is committed to keeping her professional knowledge up to date. She has attended a range of appropriate courses, which have enhanced her knowledge of how children learn. The childminder reflects on her practice, the environment and her resources continually. She has met the recommendations from the last inspection and is fully aware of her strengths and areas to improve. She has sought out further training to support her in continually improving.

The childminder attends a local childminding group and this supports her in implementing new ideas and activities. Partnerships with parents are well established and consistently contribute to meeting individual children's needs. However, the childminder does not always effectively share detailed information about children's learning with other settings they attend, to ensure that continuity of learning is promoted to the highest level.

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	318208
Local authority	Trafford
Inspection number	868486
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	18/11/2008
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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