

Inspection date	08/01/2015
Previous inspection date	11/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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 demonstrates a good understanding of children's interests and individual needs. She uses this knowledge well to plan appropriate and stimulating activities to promote their development in all areas of learning.
- The childminder has established warm relationships with the children. As a result, children demonstrate that they feel safe and secure.
- Children are safeguarded well. This is because the childminder has a good understanding of her role and responsibility to protect children. She provides a safe and secure environment supported by risk assessments that are carried out to minimise any potential hazards to children.
- Children benefit from the effective partnership the childminder has established with parents and carers. A wealth of information is regularly shared, which ensures that all children's needs are consistently met.

It is not yet outstanding because

- The childminder does not always consistently use a range of different teaching strategies, such as open-ended questions, to help children to think and use their increasing vocabulary.

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 with the childminder and children at appropriate times throughout the inspection and observed play, teaching and learning opportunities.
- The inspector looked at a selection of documentation, including children's information, risk assessments, certificates, policies and procedures and evidence of the suitability checks for all adults living in the household.
- The inspector spoke to parents on the day and reviewed written comments to take account of their views of the service provided by the childminder.
- The inspector carried out a joint observation with the childminder.

Inspector

Nicola Eyre

Full report

Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult children in a house in Urmston. There is a large self-contained purpose-built extension that is used for childminding as well as an enclosed garden for outside play. The family has a rabbit and tortoises as pets. 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 14 children on roll; of whom, four are in the early years age group, who attend for a variety of sessions. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of 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:

- enhance the use of a wider range of teaching strategies, for example, by using more open-ended questions in order to encourage children to think and use their increasing vocabulary.

Inspection judgements

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

The childminder is knowledgeable about the requirements of the Early Years Foundation Stage and fully understands the need to promote children's learning and development through play and planned activities. She is aware of the importance of providing activities based on children's interests and abilities to ensure that children are challenged, motivated and enthused in their learning. The childminder makes sure that activities are developmentally appropriate through effective use of observation and purposeful assessments. She uses this information well to plan individual next steps in learning for children, to promote their future learning. The childminder tracks children's progress across all areas of learning. She uses this information to highlight any gaps in their learning which helps to ensure children make consistently good progress towards the early learning goals. The childminder is aware of appropriate procedures to seek additional support, if required. This provides a firm foundation for their future learning and ensures that children are acquiring the necessary skills and dispositions for learning to be ready for school.

Children are developing their communication skills and have their vocabulary well supported and promoted. The childminder communicates and engages with them enthusiastically as they play. The childminder shows children how to pronounce some

words by responding and repeating what they say in the correct way. However, at times, the childminder does not always use a wide range of teaching strategies, such as open-ended questions, in order to support the child to think about what it is they want to say and then use their increasing vocabulary. As a result there are some missed opportunities to further support children's language development. Children begin to use numbers spontaneously in their play. The childminder effectively reinforces this awareness by encouraging children to count and introduces mathematical language and colours into children's play. Older children's phonic awareness is promoted as children are encouraged to listen to the sounds at the beginning of a word and to identify and write the letters in their name. Encouraged by the attentive childminder, children have opportunities to successfully develop their creative and imaginative skills as the childminder provides an assortment of craft materials and role-play experiences.

The childminder works closely with parents. She regularly shares children's achievements and activities and keeps parents informed through daily discussions. Parents share information about children's routines and activities at home. This ongoing communication with parents means together, they consistently provide learning experiences that promote children's good progress. The childminder shares children's learning journeys and tracker books with parents regularly and discusses their child's next steps in learning. She carries out the progress check for children between the ages of two and three years and provides parents with a written summary. As a result, parents are aware of the good progress that their child is making.

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

Children are very happy and settled, which helps them to form positive relationships and secure attachments with the childminder, helping them to feel safe and valued in her care. The childminder has a large purpose-built extension where childcare is provided. The environment is very welcoming and child friendly as the whole of the extension is set up for the sole purpose of providing childcare. Resources and toys are set up in the environment or stored in low-level units and children are encouraged to make choices over their play. As a result, children's independence skills are promoted from an early age. There are good settling-in procedures and the childminder works closely with parents during this time to share significant information about the children. As a result, children are well supported when they first start to attend, as the childminder provides them with familiar and consistent routines. Children display confidence in their surroundings and they are eager to play and learn in this welcoming setting. The childminder sits with them as they play and shows a genuine interest in what they are doing. She is attentive towards their needs and children feel happy to approach her for reassurance.

Children have a good sense of belonging within the setting. Their work is displayed on the walls and they have their own place to put their coats and possessions. Children also have a sense of belonging in the local community as they sometimes attend playgroups and visit local places, such as the park. The childminder supports children to socialise with other children by meeting with other childminders at her setting or at the homes of other childminders. They also visit different places together, such as local museums and encourage children to build relationships with each other. This also supports children in

gaining confidence and emotional independence, which equips them well for their future learning. The childminder supports children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. The childminder provides healthy snacks and talks about the importance of eating healthy foods. Regular routines, such as washing hands provide children with good opportunities to develop self-care skills and to learn about healthy practices.

The childminder has realistic expectations of children's behaviour and she sets clear rules and boundaries. This develops children's understanding of right and wrong. The childminder manages behaviour positively through using praise and encouragement and is consistent in her approach. As a result, children's behaviour is good and children's self-confidence and self-esteem is promoted. The childminder supports children's awareness of keeping themselves safe. She regularly supports children to understand possible dangers in the setting. For example, children have a discussion about answering the door themselves when they think that they hear a knock on the door and children independently talk about being careful when eating grapes to avoid choking. Regular evacuation practices and discussions about road safety while out and about, further contribute to children's understanding of keeping themselves safe. Children apply what they have learnt on their outings about road safety to produce a large interactive display on the wall. Children are happy, inquisitive and show good levels of self-esteem, which builds a firm foundation for their future learning and future moves to other settings, such as nursery or school.

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

Children's safety is very well promoted because the childminder is knowledgeable about the safeguarding and welfare requirements. The childminder uses effective risk assessments for her setting and outings. This means that she minimises hazards and maintains a safe environment for children. The childminder has completed safeguarding training and she is aware of the signs and symptoms that would alert her to any child protection issues. In addition, she is confident about the action she would take if she had concerns about a child in her care. Consequently, she knows how to protect children from potential harm. The childminder is aware of her responsibilities when administering medicine and holds a valid first-aid certificate. A comprehensive range of policies and procedures, which all parents are made aware of, meet all welfare requirements. These are translated effectively into practice by the childminder to support the safe and efficient management of the setting.

The childminder has good knowledge and understanding of how to monitor children's learning and development. She consistently uses guidance documents to inform her assessments. This results in children's development being closely monitored and as a result, they make good progress in their learning. She demonstrates commitment to further improve the quality of provision and her knowledge by attending appropriate training. Through self-evaluation, she takes into account the views of children as they have made a display of all the things that they like about coming to the setting. She also

assesses children's enjoyment and learning in the activities and resources that she provides. She asks parents to give feedback on her setting and uses this to reflect on the quality of her provision. This enables her to identify areas for development and plan for changes and improvements.

Partnerships with parents are strong. The childminder communicates with parents on a daily basis as well as having regular opportunities to share children's learning and development. As a result, parents are aware of how their child is progressing. Parents are complimentary about the childminder and they are happy with the care and teaching that she provides. They comment that, 'the childminder has a kind, caring and loving attitude towards all the children and she gives us lots of information about our child's day'. The childminder recognises the importance of working closely with other settings to complement children's learning and also has experience of working in partnership with specialised professionals to support children that she has cared for with special educational needs and/or disabilities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY235497
Local authority	Trafford
Inspection number	848277
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	11/12/2008
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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