

Inspection date	20/12/2012
Previous inspection date	13/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children are provided with a warm, welcoming, stimulating learning environment in which they are happy, eager and motivated to learn. They benefit from a broad range of resources and materials that support their learning and development.
- Arrangements for safeguarding children are well embedded and clear policies and procedures are implemented consistently.
- The childminder places an extremely sharp focus on helping children to acquire communication and language skills, and supporting their physical, personal, social and emotional development to ensure that they are well equipped with the skills they need for future learning.
- Partnerships with parents are well established which makes a significant contribution to meeting children's individual needs. The childminder works effectively with parents to ensure that children's learning is consolidated and extended effectively.

It is not yet outstanding because

- Partnership working with other early years providers is not yet fully established to share information about children's learning and complement and support their future development.
- Systems for self-evaluation do not consistently include the views of parents and children to enable the childminder to use their comments to plan for future improvements.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 children's activities in main lounge.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
 - The inspector looked at various documents including policies and procedures, planning, observation and assessment systems and children's individual learning records.
- The inspector took account of the views of parents from written statements.

Inspector

Julie Kelly

Full Report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her four teenage children in the Flixton area of Trafford. The whole of the ground floor is used for childminding and there is an enclosed rear garden available for outdoor play. The family

have a dog.

There are currently 10 children on roll, of whom four are within the early years age group and six are school-age children who attend before and after school and during school holidays. The childminder operates from 7.30am to 6pm, Monday to Friday all year round.

The childminder has links with local schools and pre-schools. She is also a member of the National Childminding Association.

What the setting needs to do to improve further

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

- build on existing partnerships with other providers to support and complement children's learning and development
- develop the current systems for self-evaluation in order to consistently include the views of parents and children and use this information to plan for future improvements.

Inspection judgements

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

Children are eager, enthusiastic and motivated to learn as they enter this good quality provision. Their learning is significantly enhanced by the childminder, who has a firm knowledge of the Early Years Foundation Stage and a professional understanding of how children learn. Purposeful and developmentally appropriate activities and experiences are carefully planned to meet the individual needs of all children. The indoor environment is well organised to provide opportunities and resources for children to experience the seven areas of learning and to ensure they have access to a broad and balanced curriculum.

There is a strong focus on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development so that children of all abilities make good progress in their learning. Assessments of children whose starting points are below those of other children of their age in some areas of learning, demonstrate that they are consistently improving and the gap is narrowing. Children initiate their own learning through exploration and investigation and the childminder uses her skills, experience and knowledge to extend their learning and development. As a result, children are well prepared for school and their next stage of learning.

Children develop their communication and language skills as they enjoy looking at books and photographs of themselves and their families. For example, children look at their own learning record and point to familiar people and smile as they say 'mummy', 'daddy' and the name of their pet cat. Children enjoy toddler groups and sessions at the library and play cooperatively alongside others to develop their social skills away from the childminder's home. They express their feelings when they are tired, hungry or thirsty and seek comfort from the childminder. The childminder places a strong focus on encouraging children to be independent and manage their own personal needs. For example, she manages the routines of the day well so that children have time to practise putting on their own coats and shoes before they go outside.

Children have opportunities to develop their large muscle control, coordination and balance as they enjoy riding wheeled toys and playing football in the garden. Regular visits to the park and the local playgroups gives them opportunities to experience larger resources such as climbing equipment, tunnels and slides. They also strengthen their small muscles as they manipulate small objects, press buttons on the compact disc player and explore a variety of mark making tools.

The childminder encourages all parents to be thoroughly involved in their children's learning. They contribute to initial assessments by providing comprehensive information about children's starting points on entry to the provision. The childminder encourages parents to share information about children's learning at home to enrich her own planning for children's future development. Parents are kept well informed of their children's progress through daily conversations with the childminder. Parents state that they are very pleased and impressed with how much their children have progressed, particularly with regard to their physical and personal, social and emotional development.

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

The childminder is skilled and sensitive and supports children to form close, secure emotional attachments, which promotes their well-being and independence. For example, they engage and interact with unfamiliar people with confidence, knowing that there is a trusted adult close by. They respond to lots of positive interaction from the childminder as she praises them when they achieve a task. Children cooperate with personal care routines and recognise their own needs for having their nappies changed. They are very happy and content and thoroughly enjoy their time at the childminder's home. The childminder provides clear and consistent guidance to teach children about acceptable behaviour. She encourages them to be kind and helpful and teaches them that their actions have an effect on others. Consequently, children learn to respect and tolerate each other's differences.

The childminder fully embraces and recognises the individuality of every child which ensures they feel respected and valued and promotes their sense of self-esteem. Children settle very well into the provision because the childminder finds out about their individual likes, dislikes, interests and care routines from parents. Home visits carried out prior to children starting further enhances and supports the settling-in process. The childminder also makes good links with the local schools and nurseries to ensure that children are

thoroughly supported for their transitions to the next stage in their learning.

The childminder has a good understanding and gives high priority to keeping children safe within the indoor and outdoor environment. Detailed risk assessments, daily checks and security procedures ensure children can develop and learn in a safe and secure environment. Children learn about how to keep themselves safe because the childminder teaches them about road safety on walks to and from school and they practise regular fire drills so that they know what to do in the event of an emergency. Their safety is further promoted because they are closely supervised at all times and can access a wide range of safe, good quality, developmentally appropriate toys and equipment. Consequently, they are able to explore and investigate objects and materials using all their senses in complete safety.

The childminder promotes children's awareness of good hygiene routines through her positive role modelling of good practice and the implementation of comprehensive policies and procedures. She ensures that children benefit from regular fresh air and exercise and their personal care needs are consistently met to promote their physical and emotional well-being. Children's health needs are well met through regular exercise, walking, and active play at the park where they explore large physical play equipment. They have easy access to regular drinks and they remain content and comfortable because the childminder responds immediately to their care needs. They begin to learn about healthy foods through the provision of home-cooked, nutritious meals and by being involved in regular cooking and baking activities.

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

The childminder has a secure knowledge of the educational programmes and consistent monitoring ensures that children experience a broad and balanced range of experiences that help them progress successfully towards the early learning goals. She demonstrates a comprehensive understanding of her responsibilities to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. Observations and assessments are accurate and precise and effectively demonstrate children's learning and development.

The childminder places a strong emphasis on her responsibilities to keep children safe. The arrangements for safeguarding children are well embedded and she has a clear understanding of what to do and who to contact in the event of a cause for concern. The childminder has completed safeguarding training and continues to access training in this area to ensure her knowledge and understanding is kept up to date. Detailed organisational policies and procedures are implemented successfully and ensure children's safety and well-being. All health and safety systems are in place and the maintenance of the premises and risk assessment procedures ensure that children can play and learn in a safe environment.

An effective system for self-evaluation is in place and ensures that the childminder is fully aware of the strengths and weaknesses of her provision. The childminder is proactive in gathering information, guidance and support from other childminders and the local

authority childminding coordinator. All actions and recommendations from the previous inspection have been successfully addressed. For example, the safeguarding policy is in place and detailed procedures for risk assessments are implemented consistently. However, opportunities to consistently seek the views of parents and children are less well embedded to ensure that their comments and suggestions are included and acted upon.

Partnerships with parents are strong and make a strong contribution to meeting children's needs. However, links with other providers are less established in order to share children's learning and complement and support their individual development. The childminder has a solid understanding of the importance of working with external agencies and professionals to ensure appropriate interventions are secured and children receive the support they need.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met

The provision has no children on roll. 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	EY371160
Local authority	Trafford
Inspection number	821264
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	13/01/2009
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 that are usually their 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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