

Inspection date

Previous inspection date

20/08/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 is consistently good because the childminder provides a variety of interesting and challenging activities that engage and motivate the children. As a result, children make good progress in their learning and development.
- Children form secure attachments and develop strong relationships with the childminder as she creates a warm, friendly and welcoming environment.
- The childminder is fully aware of her role and responsibilities to safeguard the children in her care. A good range of policies and procedures are implemented to ensure children are safe and secure.
- Children are well-prepared for the next stage in their learning as the childminder has established good partnerships with parents and primary schools in the local area. Therefore, children's emotional well-being is effectively promoted.

It is not yet outstanding because

- Children have fewer opportunities to extend their awareness and understanding of culture, diversity and equality.
- The childminder does not always further develop children's self-care skills and their understanding of good hygiene practices at mealtimes.

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 viewed all areas accessed by the children.
- The inspector observed play and learning opportunities for the children.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
The inspector looked at and discussed a range of records, policies, procedures and training with the childminder and verified that suitability checks have been completed.
- The inspector took account of the views of parents through completed questionnaires obtained by the childminder.

Inspector

Rachel Enright

Full report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in the Urmston area of Manchester. The whole of the ground floor is used for childminding purposes. The childminder attends activities within the local area. She collects children from the local schools and pre-schools. There are currently five children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am until 6pm, Monday to Friday, except for family holidays. The childminder has a childcare qualification at level 4. She is a member of the 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:

- extend the range of activities and resources for children to further support their awareness and understanding of culture, diversity and equality
- encourage children to further develop their self-care skills and their understanding of good hygiene practices, for example, by ensuring they wash their own hands before eating at mealtimes.

Inspection judgements

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

The quality of teaching is consistently good as the childminder has a secure knowledge and understanding of how to effectively promote the children's learning and development. She is very enthusiastic and passionate about her work. The childminder provides children with a variety of interesting and challenging activities to cover all seven areas of learning. Children show high levels of concentration because they are actively engaged, motivated and eager to learn. For example, during an art activity, children thoroughly enjoy using different materials to produce their own images and express their own creativity. This activity is further extended by the childminder as she supports children to develop their critical thinking skills. She introduces them to mathematical terms by talking about making 3D shapes to use on their pictures. As a result, children make good progress overall in their learning and development from their starting points. The childminder has high expectations of the children as she regularly completes observations and assessments to recognise their achievements and identify the next steps in their learning. Individual learning journey records and tracking sheets are completed to assess the children's progress in their development. This also enables the childminder to detect and address any gaps in their learning.

Children have access to a good range of toys and resources to stimulate them in their learning. The childminder encourages the children to make independent choices and take the lead in their play. However, children have fewer opportunities to access activities and resources to extend their awareness and understanding of culture, diversity and equality. This does not foster their positive understanding of the wider world and differences to the maximum potential. The childminder effectively supports children's communication and language development as she engages in constant discussion as they play, asks relevant questions and offers clear explanations during activities. Consequently, children are becoming confident communicators and learn to use vocabulary to make connections between objects and words. Children sit happily with the childminder as they enjoy listening to stories, which supports their developing interest of books and early literacy skills. The childminder successfully promotes older children's knowledge and understanding of the natural world. For example, children are taking part in a project with the childminder where they take photographs of trees in the local area. This will continue over a period of time to develop children's interest in growth, decay and change. Younger children are interested in different sounds and get excited as they press buttons on musical books. They laugh and babble as they move their bodies when they hear the noises. The childminder supports the children's physical development by providing them with daily opportunities for outdoor play and exercise. Physical skills are further promoted as the childminder attends regular community activities and outings in the local area, such as toddler groups and visiting the park and soft play. This increases the children's confidence and allows them to socialise with other children and adults to effectively support their personal, social and emotional development. As a result, children are acquiring the necessary skills needed for the next stage in their learning at school.

The childminder demonstrates a sound understanding of her responsibilities relating to the progress check for children between the ages of two and three years. Parents are well-informed about the children's learning and development as the childminder completes a regular summary report of their progress. Parents are actively encouraged to contribute as they make comments and give feedback. This ensures parents feel involved and their views are valued and respected. This is further promoted as the childminder provides parents with verbal and written feedback at the end of each session. As a result, this ensures continuity and consistency in the children's learning.

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

Children form secure attachments and develop strong relationships with the childminder. She creates a warm, friendly and welcoming environment, which effectively promotes the children's emotional well-being. Children are clearly happy, settled and content as they have close bonds with the childminder and their needs are fully met. For example, they regularly share cuddles and seek reassurance throughout their play. Most resources are easily accessible to the children to ensure they are able to explore and investigate. As a result, children show confidence in their surroundings and develop their independence skills as they play and learn. Good settling in procedures ensure the childminder works closely with parents to share relevant information about the children's individual routines

and care needs. This means children are well-supported in their move from home into the setting as they feel comfortable and secure with the childminder. This is further promoted as the childminder has established links with local primary schools to ensure the children are emotionally prepared for the next stage in their learning.

The childminder acts as a positive role model and effectively manages the children's behaviour. She uses a calm and consistent approach to provide children with clear guidance to reinforce appropriate behaviour. Consequently, children behave well and understand the boundaries and expectations within the setting. The childminder uses consistent praise and encouragement, which enables children to develop their self-esteem and feel appreciated. Children learn to share, to take turns and to be kind and considerate to each other. The childminder talks about the importance of safety throughout the children's activities and daily routines. For example, children learn how to use scissors correctly to ensure they do not hurt themselves. This ensures children are starting to develop their own understanding of how to keep themselves safe by recognising and reducing dangers.

Children are encouraged to be independent and confidently manage their own personal needs. However, the childminder does not always further develop children's self-care skills and their understanding of good hygiene practices at mealtimes by ensuring they wash their own hands before eating. Children are provided with a good variety of balanced and nutritious meals and snacks, which develops their understanding of a healthy diet and lifestyle. Mealtimes are a social occasion as the children have access to low-level tables and chairs. The childminder provides daily opportunities for the children to be physically active and develop their coordination skills and physical well-being through exercise and fresh air.

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

The childminder is fully aware of her role and responsibilities to safeguard the children in her care. She has attended relevant training and has a good understanding of the procedures to follow if she has any concerns. A good range of written policies and procedures are implemented successfully to ensure children are safe and secure. For example, the childminder involves children in fire evacuations to ensure they know what to do in the event of an emergency. Risk assessments and daily safety checks are completed on the indoor environment to identify any potential hazards and minimise risk. The required checks have been completed on the adults in the home to ensure they are suitable. All required documentation is maintained and monitored regularly. As a result, children are effectively safeguarded and well-protected.

The childminder monitors and evaluates the educational programmes to ensure that children are progressing well in all areas of learning. She completes an evaluation of all activities to identify what worked well and what can be enhanced for the future. The childminder has an early years qualification at level 4, which ensures she has a good understanding of how children learn and develop. Self-evaluation is effective as the childminder clearly identifies her strengths and areas for future development. She strives

for continuous improvement and has a clear vision to develop her practice and enhance opportunities for children. The childminder shows a commitment to her own professional development as she regularly completes online training courses to improve her skills, knowledge and understanding.

Partnerships with parents are effective and they are extremely happy with the childminder. They make comments such as, 'The childminder goes above and beyond. My children enjoy spending time with her and I feel very involved'. The childminder understands the importance of working in partnership with teachers and other professionals to ensure children's learning is complemented. She has also established links with the local authority and other childminder's in the local area to share ideas and discuss best practice. This further supports the children in their learning and development as it makes a strong contribution to meeting their individual needs.

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	EY442388
Local authority	Trafford
Inspection number	956929
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	not applicable
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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