

Inspection date

Previous inspection date

09/01/2014

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 childminder has a secure knowledge of how children learn and provides a varied educational programme, with precise assessment and planning for individual children. Consequently, children consistently make good progress in relation to their starting points.
- Children feel safe and secure and develop strong, emotional attachments with the childminder who provides a caring and loving environment which effectively promotes their all round well-being.
- Arrangements for safeguarding children are well embedded and clear policies and procedures are implemented consistently.
- Partnerships with parents are effective and make a significant contribution to meeting all children's needs.

It is not yet outstanding because

- The childminder has not yet fully considered using photographs of families, significant people and places in children's lives to enhance the settling-in process and further develop their sense of belonging.
- Due to the short time the childminder has been caring for children who attend other settings, links with other providers to share information about their individual learning and development are still developing. This means that continuity of learning for these children is not yet fully maximised.

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 children's activities in the upstairs playroom.
- The inspector held discussions with the childminder and talked to children throughout the inspection.
- The inspector looked at various documents including a sample of policies and procedures, planning, observation and assessment systems and children's individual learning records.
- The inspection checked evidence of suitability and qualifications of the childminder and discussed the arrangements in place for self-evaluation.

Inspector

Julie Kelly

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and an adult son in the east side of Manchester. The childminder works with another registered childminder. Both childminder's have equal responsibility for the childminding practice. The whole of the ground floor of the property and two bedrooms upstairs are used as playrooms for childminding purposes. Bathroom facilities are on the first floor. There is a secure rear garden available for outdoor play.

The childminder takes the children to the local park and shops in the community. She collects children from the local school nursery. The childminder operates every day, Monday to Friday, from 7.30am to 6pm all year round except for family holidays. There are currently five children on roll, three of whom are within the early years age range and two are school age children who attend before and after school and during school holidays. The childminder 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:

- build on existing good arrangements to help children settle quickly in the provision as they prepare for new experiences, for example, by displaying photographs of family, significant people and places in their lives
- extend further the existing two-way partnerships with nurseries and schools which children also attend to further enhance and complement individual children's learning experiences.

Inspection judgements

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

The childminder has a secure knowledge of the Early Years Foundation Stage and how children learn, which she successfully translates into practice. Children initiate their own learning through exploration and investigation. The childminder uses her skills, experience and knowledge to extend the children's learning and development. For example, babies squeal with delight and excitement as they use their senses to explore boxes filled with resources, such as, brushes, sponges, bubble-wrap, pom-poms and scouring pads and are fascinated by the noises they hear as they press buttons on interactive toys. They have

access to a broad range of good quality resources and challenging experiences which successfully support their individual learning and development needs. As a result, children consistently make good progress in relation to their starting points.

The childminder places a strong focus on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development, which equips them well with the skills, abilities and attitudes they need for successful future learning and eventually, school. Babies respond to positive praise and encouragement from the childminder as they achieve tasks and this effectively promotes their self-esteem and sense of belonging. They choose their own resources from well-organised storage boxes of equipment which are placed at child height for easy access to effectively promote their independence skills. Children's communication and language skills are fostered well because the childminder talks to them during play and care routines. Babies continually babble and use sounds and gestures, such as pointing, to communicate their needs. Children enjoy singing songs and rhymes, such as 'Incy, Wincy spider' and try to imitate the actions of the childminder. The childminder provides a broad range of opportunities for babies and children to enhance their physical skills, both indoors and outdoors. For example, children develop large muscle control and develop their awareness of space as they ride wheeled toys in the garden and babies benefit from well-planned areas that give them opportunities to move, roll, crawl, stretch and reach. Furthermore, their physical development is significantly enhanced through regular visits to the local parks where they can use large climbing equipment.

Observation and assessment is sharply focused and as a result, children make good progress in their learning and development. The childminder gathers detailed information from parents on entry about children's abilities and development which she then uses as a starting point for planning their future learning. The childminder encourages parents to be actively involved in children's learning by providing them with 'Look what I have done at home' sheets to share, talking to parents about what their children have been doing during the day and suggesting simple activities they can share with their children at home. Each child has an individual learning record which contains spontaneous, significant learning, detailed narrative observations and photographic evidence. This enables the childminder to accurately assess children's development and effectively track their progress so that gaps in learning are quickly identified and swiftly closed. However, due to the short time the childminder has been caring for children who also attend other settings, arrangements for sharing information about children's learning and development with other practitioners are yet to be fully embraced. This means that consistency and continuity of learning for these children is not yet promoted as fully as possible.

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

The childminder is skilled and sensitive and supports children to form strong, secure emotional attachments, which provides a firm foundation on which to develop their personal, social and emotional skills. She gathers detailed information about children's likes, dislikes and comforters from parents on entry to the provision. As a result, children settle well and demonstrate that they are happy and feel safe and secure in the

childminder's home. For example, babies hold out their arms for a cuddle, respond when spoken to and are calm when held and comforted. They demonstrate their confidence and good independence skills as they move away from the childminder to explore the environment. The settling-in procedure enables children to take the time they need to feel safe and secure with the childminder and supports parents to confidently leave their children in her care. The friendly and reassuring childminder reinforces the fact that children are valued, which in turn enhances their emotional well-being. However, the childminder has not yet fully considered using photographs of families; significant people and places in children's lives to enhance the settling-in process and further develop their sense of belonging.

The childminder uses positive praise and clear guidance and boundaries to manage children's behaviour which are appropriate to children's levels of understanding. She uses distraction techniques, talks calmly to children and offers alternative resources and activities to effectively manage any minor behavioural issues. As a result, even very young children begin to learn about appropriate behaviour. The childminder also teaches children to respect the environment, resources and each other and to be aware of how their actions affect the feelings of others. Very young babies demonstrate that they are sensitive to the needs of others as they gently pat another baby's back and cuddle them when they are tired. The childminder teaches children to be aware of the importance of healthy eating as she provides them with nutritious snacks and encourages them to try new foods and textures.

Babies and children develop good self-help skills because the childminder teaches them to adopt a can do attitude and encourages them to do things for themselves whenever possible. These skills prepare children well for their transition to school. All children, including young babies, demonstrate high levels of independence and competently manage their own care needs. Children have daily access to outdoor play to enjoy regular fresh air and exercise and the provision of quiet, cosy areas within the indoor environment which gives children opportunities to rest and relax. The childminder role models good hygiene practices and teaches children the importance of washing their hands before eating and after using the bathroom. As a result, children's health and hygiene is successfully promoted, which in turn has a positive impact on their physical and emotional well-being. Children are sociable as they sit together at meal times and chat and interact with each other and the childminder. Regular visits to local places of interest successfully help children to learn to socialise with children and adults away from the childminder's home. Children's well-being is significantly enhanced because the childminder works with a co-childminder and together they ensure children's needs are consistently met. For example, children's play and learning is uninterrupted because one of them prepares meals and tidies up, whilst the other adult continues to interact in children's play. The childminder teaches children the safety rules of the house and the boundaries for outdoors when out walking. Babies begin to develop their awareness of safety as they are seated securely on chairs when eating and fastened in prams when on outings. This means that children's all-round emotional and physical well-being is effectively promoted.

provision

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. Parents are aware of the organisational policies and know the procedure to follow should they have any concerns about the childminder or her associates. The childminder is highly professional and children's safety and well-being is at the heart of her good practice. She has a comprehensive set of detailed policies and procedures which are followed meticulously. Children's safety is further enhanced through the implementation of rigorous risk assessments and daily checks of the indoor and outdoor environment. Furthermore, the vigilance of the childminder, consistent supervision of all children and security systems, such as locks on doors, ensure that children are well protected. As a result, children's safety is effectively promoted.

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 good understanding of her responsibilities to meet the learning and development requirements of the Early Years Foundation Stage. Observations and assessments are accurate and precise and effectively demonstrate children's learning and development. The childminder is committed and passionate about her work with children and is fully aware of her strengths and weaknesses. She is keen to attend further training to strengthen and update her knowledge and skills. The childminder and co-childminder work closely together to discuss areas for development to constantly improve their practice and enhance learning outcomes for children. She consistently reviews the environment and resources and carries out peer observations with the co-childminder so that they learn from each other through honest and critical reflection.

Partnerships with parents are strong and the childminder has a good understanding of the importance of working closely with parents to ensure children's individual needs are well met and that they experience continuity in their learning and care. Children's learning records are shared with parents and they access a broad range of information in the form of daily verbal communication, displays, newsletters and photographs. Although as yet the childminder has not had reason to liaise with external agencies, she has a secure understanding of the importance of partnership working so that children receive appropriate interventions when necessary. Parents report to the childminder that they are very happy with the care and service she provides; particularly with regard to how well their children progress and settle very quickly in the childminder's home.

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY459741
Local authority	Manchester
Inspection number	945744
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.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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