

Inspection date

Previous inspection date

26/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- A sound knowledge of each child's needs makes sure that the childminder promotes children's care and learning.
- The childminder supports children in their language development through using their home language while reinforcing the English language.
- The childminder responds to each child's emerging interests, guiding their development through warm, positive interaction.
- The childminder has a sound knowledge of the Early Years Foundation Stage. She understands the importance of offering activities that help them to gain new skills.

It is not yet good because

- The system for monitoring children is not long established to fully identify children's progress.
- Evaluation is the early stages of development and does not fully identify how improvement will be implemented.
- The childminder has not yet established links with other providers of the Early Years Foundation Stage.
- Resources to support children across the educational programmes are limited.

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 toured the parts of the property registered for childcare.
- The inspector carried out observations.
- The inspector carried out a document review and held a discussion with the childminder.
- The inspector gave the childminder feedback.
- The inspector checked for evidence of suitability and qualifications of the childminder.
- The inspector took account of the views of parents spoken to on the day and from information gathered from other parents by the childminder.

Inspector

Sandra Harwood

Full Report

Information about the setting

The childminder was registered in 2012. She lives in the Fallowfield, an area of Manchester. The whole of the ground floor is used for childminding. This includes the

lounge and the dining room at the rear of the house. There is a fully enclosed rear play area for outdoor play.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently two children attending in the early years age group on a part-time basis. The childminder also offers care to children over aged five years and there are currently two children on roll in this age range. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The childminder offers the service from 7am until 9pm, seven days a week, all year.

The childminder takes children to and from the local primary school. She receives support from Manchester Sure Start. She holds a National Vocational Certificate Level 4 in Childcare. She is a member of the National Childminding Association.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the educational programme further by providing new and challenging resources to support children's interests and play.

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

- develop further self-evaluation and take into account the views of parents and children
- ensure systems for maintaining children's progress and identifying and planning for their next steps in learning are fully effective.

Inspection judgements

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

Children enjoy a suitable learning environment that encourages them to play and discover. The childminder has a clear understanding of how to promote the learning and development of young children. She observes what the children can do through annotated photographs and describes how they are learning. However, the systems for ensuring children's progress is maintained and identifying next steps in learning are in the early stages of implementation.

Children are developing good language and communication skills as the childminder talks about what is happening and asks relevant questions. For example, 'why do we have to tidy up the toys from the floor?' The childminder supports children with English as an

additional language. She clarifies uncertainty by speaking in the children's home language and repeats it in English. This helps to develop their English language.

Good use is made of the information gathered about each child, such as what they can do, as well as dietary and personal care needs. This means that parent's wishes and individual needs are well met. The childminder supports parents in their child's next steps, for example, weaning.

Toys and resources are limited but developmentally appropriate, for example, large building blocks and musical puzzle balls offer easy grasp for the very young children. Role play, such as in the toy kitchen, offers the children the opportunity to develop their imagination. They display concentration and determination as they put the toast in the toaster and make and pour cups of tea. These are then shared happily with the childminder. Mark-making opportunities are available throughout the day, the children show great enjoyment as they use the paint pens to make marks and talk about the colour and shapes they make. The childminder supports this as she describes using words, such as 'splodge' and 'spiky.'

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

The childminder has developed a warm and close relationship with the children in a short space of time. As a result, they are happy and enjoy involving her in their play. Babies show that they feel safe and secure as they contently snuggle in as they have their bottles. Children enjoy opportunities to sit closely with the childminder, for example, as they enjoy regular reading activities, which also provides further opportunities to form attachments with the childminder. A smile and gentle encouragement reassures children as they develop their independence and offer adults a cup of the tea, which they have made.

A gradual settling-in process helps the children to get to know the childminder. She works closely with the parents to decide when children are ready to attend to ease transition. The childminder recognises when children are becoming upset and responds positively. To settle crying babies, she sings and smiles reassuringly at them, they respond with a smile. There are realistic expectations of behaviour appropriate for the ages and stages of development of the children. The childminder promotes positive behaviour through clear explanations. Children are given praise and encouragement at all times for having a go, as well as achieving. They respond positively to the verbal praise and animated gestures.

The childminder has a sound understanding of children's safety. All areas and available resources used by the children are checked and risk assessed daily. She uses everyday activities, such as climbing the stairs to talk about safety and why it is important to hold the rail. The childminder offers clear messages about the importance of a healthy lifestyle as she encourages the children to eat their fruit and drink their milk. She also ensures that they have the opportunity to access outside daily to run around. Dancing and singing is an integral part of the setting and the children gain a lot of pleasure from this activity. The baby bounces up and down and sways with the singing, the older children join in with the childminder as they wiggle and dance, developing their physical skills alongside their self-confidence and motivation.

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

The childminder has a secure understanding of how to protect the children in her care. She is aware of the procedures to follow and knows who to contact, should any concerns arise. Policies and procedures are in place and are clear and easy to follow. The childminder discusses and shares them with parents. All adults within the household have the relevant Criminal Record Bureau clearance.

Partnerships with parents are positive. They receive daily verbal updates as to what the children have been doing and any concerns. Parents convey they are happy with the service the childminder offers and feel that she provides relevant information. Partnerships with external agencies and other providers are not yet established. However, the childminder has a clear understanding of the importance of this partnership working and easily identifies the procedure she would follow, should a child require extra support.

Self-evaluation is in the early stages of development and offers general plans for areas of improvement. The childminder is committed to improving her provision for the children. For example, she regularly attends training sessions, including the prime and specific areas of the revised Early Years Foundation Stage. Planning and assessment procedures are in place and the childminder has a sound knowledge and understanding of how she will continue to develop them to monitor children's progress. A warm and welcoming environment enables the children to learn and develop.

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	EY442925
Local authority	Manchester
Inspection number	787227
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	3
Number of children on roll	4
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 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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