

Inspection date

29/10/2012

Previous inspection date

27/04/2009

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- The childminder's knowledge of the learning and development requirements is poor. There are no systems in place for planning activities to match children's individual needs and ensure they cover all areas of the curriculum. As a result, young children are not sufficiently stimulated or challenged.
- Children are not sufficiently observed and their development is not assessed or monitored in order to identify clear learning objectives to shape future activities and identify any gaps in children's learning.
- The childminder does not fully support and involve parents in sharing their child's progress at home and in the setting. As a result, she is unable to use this information to inform her planning and parents are not fully included in their child's ongoing learning.
- The childminder has not made available to parents details of a reviewed safeguarding policy which includes information about the use of mobile phones and cameras in her setting.
- The childminder has not implemented systems to monitor the performance of her assistants to ensure they are motivated and their development supported.

It has the following strengths

- Children are cared for in a safe environment where they are carefully supervised at all times. The childminder assesses risks to children in order to identify and minimise

potential hazards in the premises and on outings.

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 and inspected the premises and areas used for childminding purposes.
- The inspector observed interactions and activities in the two main downstairs rooms and garden.
- The inspector spoke with the childminder and her assistant at appropriate times throughout the observations.
- The inspector looked at children's development records, planning documentation, viewed a selection of policies, children's records and discussed the childminder's arrangements for self-evaluation.

Inspector

Judith Kerr

Full Report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged four and five years in a house in the Rusholme area of Manchester. She uses the whole of the ground floor, the front bedroom and the rear garden for childminding purposes. The childminder works with two assistants.

The childminder has completed basic training including first aid and child protection. She attends the local children's centre. She visits the local shops and park on a regular basis. Children with English as a second language are supported. There are currently 11 children on roll, all of whom are in the early years age group and attend for a variety of part-time sessions. She is open all year round from 8am to 6pm, Monday to Friday, except for family holidays.

What the setting needs to do to improve further

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

- implement a planning system to deliver the educational programmes across all areas of learning which will support children to learn effectively and become ready for school
- use assessment as an integral part of identifying children's learning priorities, in order to shape and deliver challenging learning experiences to help children make suitable progress in all aspects of their learning and development
- ensure that parents and/or carers are kept up-to-date with their child's progress and development and provide information of how they can share and support children's learning at home
- make available to parents details of a reviewed safeguarding policy which includes an explanation of the use of mobile phones and cameras in the setting
- ensure that appropriate arrangements are in place for the supervision of assistants, to provide support, identify any training needs and secure opportunities for continued professional development.

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

- develop a system of reflective practice to ensure clear priorities for improvement are identified in order to enhance children's learning.

Inspection judgements

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

The childminder does not have a secure knowledge of the learning and development requirements of the Early Years Foundation Stage Framework. This means the activities provided for children do not offer adequate challenge and the childminder offers insufficient support to help children make suitable progress. As a result, young children are not engaged in purposeful play. Parents share information about their child on admission. However, this does not include information about their abilities in relation to learning and development in order for the childminder to gain a clear understanding of children's starting points. The childminder talks to parents on a daily basis and also emails them photographs of their children to keep them informed of what their children are doing. However, parents are not fully included as they are not given ideas of how to consolidate and extend their child's learning and progress at home.

A range of toys are stored at low-level to enable young children to help themselves independently. In addition, the childminder makes use of the nearby library to enhance her own range of books so that children can learn to enjoy books. Children's home languages are promoted through the use of colourful wall charts and the childminder being able to speak to some of them in their first language. There are resources which reflect the diverse society in which we live, including books, puzzles and play figures. This helps children to gain a sense of their own identity. Children are happy and settled in the welcoming and caring environment which is provided by the childminder. They smile and seek reassurance from the childminder who offers them appropriate hugs and ongoing praise and encouragement for their achievements. The childminder's organisation includes outings to the local children's centre and parks which ensures children can socialise with their peers and learn about their local environment.

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

Young children are happy in the childminder's care. They engage in conversation whilst being held by the childminder looking at photographs of outings together which are stored on the laptop. The children are beginning to cooperate with their peers and the childminder praises their achievements, which builds their confidence and self-esteem. However, children spend much of their time with little purpose as they receive insufficient adult support to help them make suitable progress. The childminder fails to make the most of resources and the environment to challenge children and engage their interest; consequently, children are not sufficiently prepared for making transitions to other settings.

The childminder agrees some basic information with parents prior to their children being admitted to the setting. For example, she finds out about children's dietary and medical

needs along with their favoured activities in order that she can meet their basic needs and help them settle. Regular opportunities are provided for children to benefit from fresh air and exercise as they play in the garden and park. Drinks are always available to ensure that children remain hydrated and healthy snacks, including yoghurt and fruit, are provided.

The childminder provides children with a good role model as she washes her own hands before preparing snacks. Children's care routines, such as wiping runny noses or changing nappies are carried out to meet their individual needs. The childminder helps children learn how to keep themselves safe as they practise the evacuation plan and begin to understand about road safety. Risk assessments are carried out in order to identify potential hazards and the home, both indoors and outside, is secure.

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

The childminder understands her role and responsibility to protect the children in her care. For example, she is able to recognise possible signs of abuse and knows the procedure to follow if she has any concerns a child is at risk of harm. However, she is not aware that her safeguarding procedure must include the use of mobile phones and cameras in the setting and therefore does not share this with parents. She also does not have a written safeguarding procedure which is a breach of the Childcare Register requirements. Nonetheless, the premises are safe, secure and welcoming and consequently, children are able to settle in an environment where they feel protected.

The childminder is unaware of the revised Early Years Foundation Stage Framework and does not have a copy. This has a detrimental impact on her knowledge of current legislation and guidance. Since registration the childminder has undertaken limited training, other than updating her first aid certificate. As a result, she lacks a sound understanding of the prime and specific areas of learning in order to support the planning of suitable activities. Most of the recommendations from the last inspection, including developing systems to monitor the effectiveness of her provision, have not been implemented. Consequently, she is not aware of the gaps in her knowledge. For example, she has not considered the need to observe and assess children in order to identify their achievements and plan for their future learning. The childminder has also not put in place systems for the supervision of her two assistants; consequently, their professional development is not supported. The childminder recognises the importance of establishing suitable relationships with other settings that children may attend. Partnerships with parents are friendly; however, the childminder has not considered the need to share children's learning and development with them. This has a negative impact on partnerships and how effectively both parents and herself are able to support children's learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Welfare of the children being cared for) (compulsory part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Welfare of the children being cared for) (voluntary part of the Childcare Register)

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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.
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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.
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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.
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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.
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Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
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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	EY365941
Local authority	Manchester
Inspection number	884235
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	7
Number of children on roll	11
Name of provider	
Date of previous inspection	27/04/2009
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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