

Inspection date

12/11/2012

Previous inspection date

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

- The childminder helps support all children in making strong attachments with her, which promotes their sense of security and belonging. As a consequence the children are happy and settled in her care.
- The childminder provides safe, risk assessed play environments both at home and outdoors. Activities are built around children's interests, which fosters their enthusiasm for learning.
- The childminder works closely with parents to find out about children's backgrounds, routines, likes and dislikes in order to provide continuity of care for all children. Parental praise of the childminder reflects that they value her service highly.

It is not yet good because

- One document is not fully maintained as legally required in order to meet the safeguarding and welfare requirements, however this has minimal impact on the safety of all children.
- The childminder has completed a self-evaluation document to review her practice and has identified her strengths and weaknesses. However self-evaluation has not yet been fully extended to prioritise targets in order to continuously drive improvement to her childcare provision.
- Planning systems are in their infancy and as a result the childminder does not consistently plan challenging activities covering all seven areas of learning in sufficient

depth.

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 looked at all areas of the home used by the children and observed activities in the living room.
- The inspector spoke to the childminder whilst the children were asleep and at appropriate times throughout the inspection.
- The inspector looked at children's learning journeys, assessment records, planning documentation and a selection of policies and children's records.
- The inspector checked the provider's self-evaluation form.
- The inspector took account of the views of one parent through discussion.

Inspector

Kate Smith

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her 11 year old son in a house in the Withington area of Manchester. The whole of the ground floor and the upstairs toilet and bathroom are used for childminding purposes. There is a large enclosed rear garden available for outdoor play. Local amenities and public transport systems are within walking distance. The childminder has completed a pre-registration childminding course and basic training including first aid and child protection.

The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently two children on roll, both in the early years range. The childminder is available to care for children all year round from 7am to 6pm Monday to Friday except for family holidays. The childminder 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:

- ensure a written record of all accidents, injuries and first aid treatment is consistently kept.

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

- further develop systems of self-evaluation prioritising identified areas of development to strengthen and drive improvement
- improve the delivery of educational programmes by introducing a systematic approach to planning activities to ensure the prime and specific areas of learning are covered in sufficient depth and breadth over time, and make better use of the Development Matters guidance to consistently monitor children's progress to ensure they reach the expected levels of development.

Inspection judgements

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

Children are happy and enjoy the time they spend with the childminder and have created appropriate attachments to her. This means they feel safe and secure to explore the setting. Younger children use her as a base to explore their play and surroundings from, secure in the knowledge that she is there to support them. Prior to the children coming into her care she gathers information about what each child enjoys and what they can do, which assists with the transition and aids continuity for the children. She gathers this information through discussion with parents and completion of an 'All About Me' booklet. Through observation and planning simple next steps the childminder is able to show that she tracks the children's development and they are largely working well within the developmental ranges expected for their age. Planning systems are still in their infancy and the childminder is continuing to develop a systematic approach to ensure that there is sufficient challenge for each child, and that each of the seven areas of learning is covered in sufficient depth over time. She talks to parents daily and writes a brief report detailing what activities or outings the children have taken part in.

The childminder offers the children activities and educational outings into the local community that provide them with challenge and stimulation, taking into account their individual interests and stages of development. Children's experiences of the world are widened as the childminder introduces them to local toddler activity groups to enhance their social skills. She takes them to a variety of settings to enhance their experiences and builds on this with trips to local amenities and museums. Children benefit from daily outdoor exercise either in the large back garden or exploring the local park where they feed the ducks.

Children enjoy dancing and playing musical instruments and confidently predict the actions to the songs, such as head, shoulders, knees and toes. They enjoy snuggling into the arms of the childminder as she reads their favourite book, and point to the appropriate pictures as the childminder asks them to find certain characters and objects. This provides opportunities to develop the children's attention and listening skills. As the children manipulate playdough to make a spider the childminder enhances their mathematics skills by counting the number of legs they make.

The childminder plans creative activities, such as sticking leaves they have collected from the park with glitter and paint to make a new year calendar. She introduces new words to the children such as 'shiny', and helps the children to consolidate their vocabulary by repeating 'shiny glitter'.

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

Children feel secure and settled with the childminder as she has built a warm and affectionate relationship with them. Children are safe in their knowledge that the

childminder is close by to provide support, bring added interest to their play and adapt or offer additional resources to meet their needs. For example, when dancing to music on a compact disc, the childminder responds positively a young child's request to change the song to one of his choice. The child squeals with delight and then starts to dance and shake his tambourine with great enthusiasm. The childminder uses lots of praise and encouragement, which builds the child's confidence and self-belief in making decisions.

Children enjoy cuddles and sitting close to the childminder during quieter times, as they look at books together. The childminder has a good understanding of each child's needs and makes them feel valued, giving them her individual attention when possible. She finds out about the children during a settling in period and gathers information from the parents about the child's likes and dislikes and their individual care routines. The childminder shares her policies with parents and endeavours to meet children's individual care routines to provide good continuity for the children.

The childminder has established boundaries and behaviour management strategies to encourage the children to share and take turns. The children are learning self-care skills as they use a fork and spoon to eat their omelette for lunch, and to wash their hands and faces before and after food as part of their routine. The childminder carries out regular risk assessments of the indoor and outdoor environments and for all outings to ensure that the children play in safe environments.

Regular outings to local toddler groups and visits to the science museum help the children explore the wider world. Children are gaining confidence which means their enhanced social skills around other children and unfamiliar adults will support the transition into other settings.

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

The childminder works well with parents and shares information both verbally and through using daily diaries detailing activities and children's individual daily routines. Children's individual learning journey files contain photographs of children engaging in activities and learning opportunities with basic next steps for development. The childminder has completed children's two-year assessments as well as tracking their development to ensure they are making sufficient progress towards the early learning goals.

The childminder has a satisfactory knowledge of the local safeguarding procedures. The safety of the children is well promoted through age-appropriate resources and relevant risk assessments. The childminder has a current first aid certificate and verbally informs parents of any minor accident to a child, however, accidents are not always recorded. This means statutory requirements are not met.

The childminder has completed the Ofsted self-evaluation form to review her practice. She has a basic awareness of her strengths and weaknesses and is working towards writing an action plan to drive forward improvement. The parents comment very positively about the

support they receive from the childminder in relation to their child's development, stressing that they find her advice invaluable.

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:

- ensure a written record of all accidents, injuries and first aid treatment is consistently kept. (Records to be kept)
- take action as above (Records to be kept)

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	EY444950
Local authority	Manchester
Inspection number	796993
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
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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