

Inspection date

Previous inspection date

03/12/2012

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

- Children feel safe and secure with the childminder who provides a caring, nurturing environment where children can learn and develop their skills and abilities.
- The childminder uses consistent and clear boundaries for children to help develop their understanding of acceptable behaviour.
- The childminder helps children to acquire communication and language skills, and supports their physical, personal, social and emotional development to ensure that they are well-equipped with the skills they need for future learning.
- The childminder understands how to promote the health and safety of the children.

It is not yet good because

- The childminder is not fully using the information from her observations and assessments to clearly identify children's next steps and plan for their future learning.
- The process of self-evaluation is not yet fully developed to include the views of parents and children to identify plans for improvement.
- Procedures for parents to be consistently involved in their children's learning are not yet fully established to ensure their learning is consolidated and extended to enhance their learning at home.
- Children are not yet having unplanned opportunities to explore and investigate equipment and resources to develop their awareness of technology.

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 observed activities in the main lounge area.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector looked at various documents, including policies and procedures, observations and assessments and children's records.
- The inspector checked evidence of the suitability and qualifications of the childminder and discussed the childminder's process of self-evaluation.

Inspector

Julie Kelly

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in the New Moston area of Manchester. The whole of the ground floor and the first floor bathroom are used for childminding. There is an enclosed rear garden for outside play.

The childminder has completed basic training including first aid and child protection. She regularly attends a childminder group at the local Sure Start centre and various parent and toddler groups within the local community.

There are currently three children on roll, one child is in the early years age group who attends full-time and two are school-age children who attend before and after school and during school holidays.

What the setting needs to do to improve further

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

- make use of ongoing observations and assessments of each child's progress and use this information to clearly identify children's next steps and plan for their future learning.

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

- develop existing partnerships with parents by encouraging them to share information about their children's learning to fully enhance their learning at home
- extend children's knowledge of the world with regard to technology by providing opportunities for them to explore and investigate equipment, such as torches, cameras and programmable toys
- build on self-evaluation by extending how the views of parents and children are incorporated, to further assist in identifying areas for further improvement.

Inspection judgements

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

The childminder is in the very early stages of her childminding practice. She has a basic knowledge of the seven areas of learning and provides a range of activities to help children make steady progress towards the early learning goals. The childminder has a sound knowledge of how children learn and this is reflected in the organisation of the environment. Children have independent access to a range of toys and resources to explore independently. For example, they reach into a basket to investigate objects to touch and feel the different textures of materials. However, there are fewer opportunities

for children to develop their understanding of the world, with particular regard to their awareness of technology. Children's language development is fostered through regular conversations at mealtimes, during care routines and throughout story times. The childminder extends children's vocabulary by introducing new words, such as 'bear', 'snake' and 'furry' and consistently repeats phrases back to consolidate their understanding. Children whose communication and language skills are below the expected level of development are identified and supported to ensure they continue to make progress in this area of learning.

The childminder helps children to socialise and respect the feelings of others by supporting them to take turns and share resources. She encourages children to develop their physical skills, for example, by modelling the use of writing implements and giving them opportunities to develop their control and coordination when riding scooters and playing football.

The childminder considers children's interests and needs when planning activities based on information received from parents on induction. She observes children closely, listens to them and asks relevant questions to improve their learning. The childminder completes adequate assessments but they are not consistently incorporated into planning or analysed effectively in order to clearly identify children's next steps in learning. As a result, planning and assessment is not accurate enough to challenge children; although they do continue to make steady progress in their learning and development.

The childminder has positive relationships with parents to ensure she has sufficient information about children's learning on entry and she keeps them informed about their children's progress through daily conversations. However, systems for parents to be consistently involved in their children's learning and contribute to their children's records are not yet fully established to ensure that children's learning is consolidated and extended effectively.

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

Children develop strong, close relationships with the childminder which ensures they form secure emotional attachments. They enjoy the close contact and cuddles at story time and seek the comfort of the childminder if they are tired or unwell. Children display a sense of self-esteem and confidence, begin to learn to cooperate with other children and develop a sense of belonging within the provision. Regular visits to the local playgroups help children to socialise away from the childminder's home. As a result, children are developing the skills they need for future learning. The childminder encourages children to do things for themselves and at the same time supports them with tasks if they need help. For example, they get the saucepan out of the cupboard for the childminder at lunch time, tidy up the resources and seek help to peel their tangerines. Children learn about expected behaviours and are secure as they respond to positive praise and encouragement from the childminder. For example, by using phrases, such as 'good boy' 'you are so clever' and 'that is really good' which gives children a positive sense of self-

esteem.

Children settle well because the childminder takes the time to get to know the children, their individual likes and dislikes and care routines. They are developing their self-care skills as they learn how to use a spoon competently and cooperate with tasks, such as putting their coats and shoes on. Children are encouraged to adopt healthy lifestyles as they are provided with a variety of home-made nutritious, healthy meals and snacks. There is a focus on outdoor activities and children have free access to the garden and make regular trips to use the large play equipment at the local activity centre and nearby park.

The childminder ensures children are kept safe at all times, for example, daily risk assessments and checks are carried out and appropriate security procedures are in place to ensure children can play and learn in a safe environment. She encourages children to keep themselves safe as she teaches them about road safety when walking to and from school; she gently reminds them of their safety by giving reasons why they must not climb on the furniture. The equipment and resources are safe, clean and well-maintained and developmentally appropriate to meet the individual needs of the children attending.

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

The childminder demonstrates a sound understanding of her responsibilities to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. She is fully aware of the safeguarding procedures and knows what to do and who to contact should there be any cause for concern. Organisational policies and procedures are implemented in order to maintain children's safety and well-being. The childminder reviews planning and observations to ensure that children are offered a range of activities and experiences across all areas of learning that supports their interests and enthusiasms. She has a good knowledge and understanding of how to support children with special educational needs and knows who to contact to seek appropriate intervention if necessary.

The childminder is enthusiastic and enjoys her work with the children, which results in them displaying a sense of curiosity, motivation and enjoyment in what they are doing. She is aware of the strengths and weaknesses of both her practice and the provision and the systems for self-evaluation are developing. However, they are not yet fully established to include the views of parents and children and demonstrate a clear improvement plan to support children's learning over time. The childminder is proactive in collecting information to support her professional development and draws on the experience and expertise of other childminders in the area to develop her knowledge and skills.

The childminder has positive relationships with parents which results in children's individual needs being met and ensures that she has appropriate knowledge of their routines, likes and dislikes and interests. Parents have access to a variety of organisational policies and procedures and know what to do and who to contact if they have any concerns. The childminder has not yet had reason to establish partnerships with other

professionals. However, she understands the importance of partnership working in order to ensure all children receive the appropriate support they need.

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	EY444797
Local authority	Manchester
Inspection number	801225
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
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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