

Inspection date	20/12/2012
Previous inspection date	08/12/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 is a caring and consistent role model for children. This supports children in building secure attachments.
- A range of resources support children in all areas of learning. This helps them to build on existing skills and develop new ones as they progress towards the early learning goals.
- The childminder shares information with parents and other professionals. This supports her in providing consistency of care and supports children in moving smoothly between home, the setting and school.
- The childminder has a sufficient knowledge and understanding of how children learn and uses discussions and play to promote children's development.

It is not yet good because

- The observation and assessment processes do not fully identify children's next steps in learning in order to accurately inform future planning to enhance children's learning.
- Current self-evaluation processes do not identify strengths and weaknesses. Therefore, priorities for improvement are not always identified.
- The childminder does not gain and document parental permission before children are taken out on trips and outings; this is a breach of legal requirements.

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 children at play throughout the inspection.
- The inspector spoke with the childminder at regular intervals throughout the inspection.
- The inspector observed all relevant documentation provided.

Inspector

Elisia Lee

Full Report

Information about the setting

The childminder was registered in 2001 on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged 12 years in the Woodhouse Park area of Manchester. She uses the whole ground floor of the house, two bedrooms and the bathroom on the first floor and the garden for childminding purposes. The family has a dog and a parrot.

The childminder takes children to a childminding group and the local children's centre. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently four children on roll, one of whom is in the early years age group and attends for a variety of sessions. The childminder operates all year round from 7am to 6pm Monday to Friday, except for family holidays. 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:

- observe and assess each child's starting points and progress across all areas of learning in relation to their age and stage of development, and use this information to identify and plan for the next steps in their learning
- ensure that written parental permission is gained for each child before taking children on outings.

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

- develop and extend the self-evaluation process so that all weaknesses are identified and challenging targets are set for continuous improvements.

Inspection judgements

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

The childminder has a satisfactory knowledge of how to promote the learning and development of young children and engages herself in their play. She observes children within their play and has a basic knowledge of their interests and stage of development. However, she does not have robust systems in place to determine children's developmental stage when they first start at the setting and does not use the information gained from her observations to identify the next steps in children's learning. This impacts on her ability to plan challenging experiences to enhance children's learning and makes it difficult for her to identify any gaps in their learning or accurately assess how well children are progressing.

The childminder provides a reasonable balance of activities which cover all areas of learning. For example, children learn about number through rhymes and songs and explore language through access to books and visits to the local library. The childminder supports children in acquiring language skills by asking lots of questions and giving suggestions for children to use in their play. This supports children's critical thinking skills as they reflect on their play.

The learning environment is engaging and stimulating. A variety of posters and children's artwork adorn the walls, which helps to build children's self-esteem. The childminder plans activities to engage children through their interests. For example, when they show an interest in playing with animals, she chooses the animals to play with as a focused activity. Children enjoy lining animals up on the carpet and imitating animal noises as they explore making different sounds.

Parents are kept informed about what their child has been doing throughout the day by the recent introduction of a daily diary. This documents children's learning and care needs. Parents also gain daily feedback from the childminder and these regular discussions allow relevant information to be appropriately shared between the childminder and parents. This supports consistency in children's care.

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

The childminder is a calm and positive role model for children who quickly develop secure attachments, including her in their play and seeking out reassurance when they meet unfamiliar people. She speaks softly to children giving clear consistent messages. She has clear procedures in place to follow to promote good behaviour, such as setting clear boundaries, praising children when they have shown good behaviour and having 'house rules' which advocate being respectful of one another. This supports children in their personal, social and emotional development as they consider their own behaviour and the feelings of others. Settling-in sessions allow children to become familiar with the childminder and her home, so that positive relationships are effectively built and children feel secure to be left in the sole charge of the childminder. A sound knowledge and understanding of partnership working means that children are prepared for the next steps in their learning. For example, when children leave the childminder to go to school she shares their developmental records with teachers. This allows children's individual needs to be supported as they move between different providers.

Children develop an understanding of healthy eating through the childminder providing menus which contain fresh fruit and vegetables and healthy options. In addition, children grow vegetables from seed, which they can then tend and watch grow on the childminder's allotment. This encourages them to make healthy choices about what they eat and supports their understanding of where food comes from. Children develop an understanding of the need for physical exercise through walks in the local environment, playing in the outdoor area and using larger play equipment, such as crawling tunnels and the garden swing. Children use movement to express themselves as they play different games. For example, they play hide and seek with the childminder and laugh as they wait with expectation and excitement for her to find them.

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

The childminder is committed to improving her practice and shows steady progress. She has addressed recommendations set at her last inspection and has made some

improvements in her provision. She uses some self-evaluation to consider areas that she would like to develop, such as developing the outdoor area to allow children access to outside in all weathers. However, the self-evaluation system is not yet fully effective in identifying and prioritising all targets for improvement and is not robust enough to ensure that any weaknesses are overcome.

The childminder's arrangements for safeguarding children are in the main sufficiently promoted. She keeps clear records of accidents and medication and is aware of the authorities to contact should she have a safeguarding concern. The childminder gives priority to children's safety. All areas used by the children are risk assessed and daily safety checks are undertaken to ensure that risks are minimised. For example, the childminder ensures that pet bowls are removed from the kitchen area before children arrive and smoke detectors are checked weekly to ensure they are fit for purpose. In addition, she gains risk assessments for venues she attends on outings, such as the local country park. However, a legal requirement to obtain written parental permission for children to be taken on outings has not been carried out.

Partnerships with other professionals and parents are developing. The childminder shares information with schools at collection times and passes information on to parents to promote consistency in care and ensure that all parties are kept well informed. She also attends groups with other childminders and at the local children's centre where she is able to share knowledge and seek support. Parents are provided with suitable levels of information about the childminder's practice and their children's time in her care. Parents are complimentary and make positive comments, such as 'my children always come home happy and tell me about the exciting things they have done'.

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	EY103791
Local authority	Manchester
Inspection number	819498
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	08/12/2008
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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