

Inspection date	11/01/2013
Previous inspection date	20/04/2009

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

- Children are happy and confident to play and explore; they can choose their own activities and follow their interests.
- Children are safe with the childminder as she prioritises safety and ensures all aspects of her care keep children safe from harm.
- Partnerships with the local school ensure information about the children's development is shared and future goals are jointly discussed.
- 'From me to you' books contain valuable information in the form of observations, and photographic evidence of the children's time with the childminder.

It is not yet good because

- Self-evaluation is not rigorous enough to identify areas for future development, and the views of parents and children are not routinely sought to feed into this.
- At present, parents do not contribute towards their children's learning records or future development.
- Children are beginning to learn about appropriate behaviour but do not yet show high levels of understanding. As a result, children occasionally show unacceptable behaviour.

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

- Activities were observed by the inspector in the lounge and kitchen area.
- The inspector spoke to the childminder at appropriate times while observing practice.
- The inspector viewed the children's records and observation books as well as other written documentation kept by the childminder.
- The views of one parent spoken to during the inspection were into account.

Inspector

Shelley O'Brien

Full Report

Information about the setting

The childminder was registered in 1993. She lives in the Northern Moor area of Greater Manchester. The whole of the ground floor is used for childminding; this includes a lounge, kitchen and dining area and toilet facilities. There is a large secure garden available for outdoor play. The childminder lives close to local shops, a park and schools.

The childminder is registered by Ofsted on the Early Years Register and the compulsory

and voluntary parts of the Childcare Register. There is currently one child on roll in the early years age group. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for Christmas. She holds an appropriate early years qualification, is a member of the National Childminding Association and receives support from the local authority.

What the setting needs to do to improve further

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

- develop further the methods for engaging and supporting parents to be involved in their child's learning and development.

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

- develop self-evaluation further in order to monitor and evaluate practice, and routinely include the views of parents and children in order to identify areas for improvement
- review the behaviour management policy to ensure systems are in place to manage challenging behaviour and to promote the children's understanding of acceptable behaviour.

Inspection judgements

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

The childminder has a suitable knowledge of the Early Years Foundation Stage. She provides children in her care with a range of activities and experiences which mean they make steady progress towards the early learning goals. The childminder tracks the children's development. Observations are used to identify starting points and future activities are planned from the identified next steps of development which will support their ongoing learning. The childminder seeks information from parents about their child's development in the form of 'what I have done at home?' sheets. However, this has not yet successfully been implemented; as a result, parental input is limited. 'From me to you' books are used to store all information about the children's development, supported by pictorial evidence of the children's time at the setting, and are shared with parents.

Children are happy to explore their surroundings and have a wide range of resources they can choose from. This promotes the children's self-confidence and decision making. Access to a computer ensures the children are developing skills in technology, and the

programmes installed support their learning across communication, language and mathematics. Children are able to use their imagination well and the childminder supports their ideas, for example, a child puts a bag over their feet and shuffles around the floor, pretending to be a car. The childminder moves items out of his way and asks him what noises the car will make.

Toys and resources are varied, support learning across all areas and are planned to reflect children's interests and provide them with a suitable level of challenge. For example, opportunities to write are available throughout the day as early years children have shown an interest in developing this skill. Art and craft activities are regularly available to the children so they can develop skills, such as hand-eye coordination, and learn to follow instructions. The children also celebrate a range of festivals and the childminder is beginning to prepare for the coming festival of Chinese New Year.

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

Children are happy and well settled in the care of the childminder, who knows them well. She provides a warm and welcoming atmosphere which means the children are content to spend time there. Children have a positive relationship with the childminder; she communicates well with them and praises them for a job well done, for example, when they try hard or complete an activity. This ensures their self-esteem is promoted. Children's behaviour is monitored and reminders given to promote acceptable behaviour, for example, children are asked to be kind and nice to others. However, this approach is not consistent; not all children understand what constitutes acceptable behaviour and frequently display more challenging behaviour. Nevertheless, the childminder is working with parents and the local school to look at strategies to improve practice. Transitions into school are supported well and time is spent preparing the child and getting to know the school teachers. Information is shared about development; this means that children's care and learning is consistently supported.

The childminder promotes all aspects of self-care and children are becoming competent in managing their personal needs, relative to their ages. For example, they independently use the bathroom and, with gentle reminders, thoroughly wash their hands after using the toilet. The children's physical development is promoted by regular outdoor activity. For example, in addition to walking home from the local school they also have the opportunity to play in a large, well-resourced garden. This means the children can develop skills, such as climbing, and understand the importance of leading a healthy lifestyle. The childminder also plans for visits to the local park when appropriate where children can access a wide range of opportunities, such as visiting the small farm and using the play equipment. During meal times the childminder gives the children a choice of main meal and dessert, and drinks are readily available.

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

The childminder has a sound knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a clear understanding of child protection

procedures and knows how to implement them should she have a concern about a child in her care. She is confident in identifying signs and symptoms and has a clear safeguarding policy in place. She also displays a child protection flow chart which outlines the procedures to be followed should she have any concerns. This means the parents are aware of her commitment to safeguarding children, and children are safe in her care. Risk assessments are carried out along with daily safety checks to ensure children are safe and secure in the childminder's home.

The childminder undertakes some self-evaluation of her practice, for example, looking at what she offers to the children in her care. However, this lacks rigour and does not effectively look at all aspects of the provision or identify targets for further improvement. For example, she has not yet begun to encourage parents to be involved in their child's learning, or to routinely seek their views to use as part of the self-evaluation process. Overall, relationships with parents are friendly and warm. The childminder gives verbal information about the child's day and passes on all messages from school. The parents are able to talk to the childminder and have access to their 'from me to you' books.

All required documentation is kept by the childminder and is securely stored. Children's personal information is gathered prior to the child starting with the childminder to ensure she has appropriate details. She is aware of the importance of partnership working and regularly meets with the early years teacher of the local school where she collects children from. These meetings provide opportunities to share details of the children's learning, to plan next steps of development and valuable ongoing support.

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	500557
Local authority	Manchester
Inspection number	819313
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	20/04/2009
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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