

<b>Inspection date</b>	17/01/2013
Previous inspection date	21/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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		2
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 have formed secure emotional attachments with the childminder. They happily explore the resources independently in her warm, homely setting, knowing that she is on hand to support and comfort them if required.
- The childminder uses clear and consistent boundaries for children who develop a good understanding of acceptable behaviour. Children play nicely together and share resources.
- Children chat away confidently with the childminder and each other. They enjoy stories and action songs. As a result, their language development is suitably supported.
- The childminder has a good understanding of how to promote the health and safety of the children in her care. She conducts regular risk assessments of the premises to ensure that children are safe as they play and explore.

#### **It is not yet good because**

- The childminder does not always take into account children's individual needs, interests or stage of development when planning activities for them.
- The childminder does not always address the improvements she has identified in her self-evaluation.
- The childminder does not routinely evaluate children's activities and experiences in order to effectively provide for the next steps in their learning.

## 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 home and had a tour of the premises.
- The inspector held ongoing discussions with the childminder at convenient times throughout the inspection.
- The inspector looked at a sample of paperwork, including the settings' policies.
- The inspector ensured the views of parents and carers were included by looking at questionnaires and letters.

## Inspector

Karen McWilliam

## Full Report

### Information about the setting

The childminder was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, two adult children and ten year old child in a house in the Whalley Range area of Manchester. The childminder uses most of the ground floor and the rear yard for childminding. The childminder attends playgroups, childminder drop-ins and the local children's centre. She

visits the local shops and park on a regular basis. She is able to take and collect children from the local schools and pre-schools. There are currently seven children on roll, of whom three are in the early years age group and attend for a variety of sessions. Four children are school aged who attend before and after school. She cares for children all year round from 8am to 5.30pm, 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:**

- improve the planning of challenging and enjoyable learning experiences across the seven areas of learning and development by taking into account the individual needs, interests and stages of development of each child.

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

- reflect and evaluate the service to develop an action plan and quickly address identified improvements
- improve monitoring of the educational programmes to ensure a broad range of experiences for children are covered, across all areas of learning.

### **Inspection judgements**

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

The childminder has a sound knowledge of the seven areas of learning and development. She obtains children's starting points through discussions with parents and 'all about me' forms, during initial settling-in visits. Through the use of a wide range of appropriate resources, such as, building bricks, jigsaws, shape sorters and role play toys she ensures children make satisfactory progress towards the early learning goals. The childminder maintains learning records for each child. She assesses the children over time, using the Development Matters in the Early Years Foundation Stage as guidance, and makes some identification of next steps, in particular for the older children. However, when planning experiences for babies, she does not consistently take into account their individual needs, interests or stage of development. Therefore, some activities are not planned with any clear learning intent and are too challenging for them. For example, babies quickly lose interest during a group painting activity because it is not sufficiently stimulating and does not take into account their current needs. The childminder nurtures children's early language development which is of particular use to them when they leave her care and move on to the next stage of their education. She constantly talks to children and reads

them stories. For example, children count along with the childminder and they discuss the pictures as they read a story about a caterpillar. As a result, children respond positively and repeat key words. Children imitate the childminder by saying 'gorgeous' when discussing their pictures. A regular outing to the local library also encourages children's love of books. The childminder sings nursery rhymes, and they generally join in with the actions. She describes what they are doing in positive terms and she encourages children to make verbal and non-verbal responses.

The childminder has a suitable knowledge of children's individual development to complete the two-year-old progress check when required. Furthermore, she has an appropriate knowledge of how to work in partnership with parents and other services to support children's development needs, should any concerns be identified. The childminder ensures children are provided with an adequate range of resources to support their physical skills. For example, children manipulate play dough and take part in dance and movement activities. Children have access to the yard where they play with wheeled toys and have space to run. Planned outings to the park, where children access the large play equipment, also support children's physical skills. The childminder supports children's personal, social and emotional development. They regularly go on outings in the local community and play with other children. For example, they visit playgroups and other toddler groups and take part in all the activities and experiences that are on offer. This compliments their learning within the childminder's setting well, and helps to prepare them nursery or school.

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

Children are happy and feel safe in the relaxed atmosphere of the childminder's home. She has successfully created a welcoming environment where parents state that their children are loved and treated as part of her family. As a result, children form secure attachments with the childminder and her family and settle well. Children demonstrate they feel safe by snuggling into the childminder when they are upset and by confidently playing and exploring in the environment. They are supported well in their self-care skills and as a result, children are developing their independence. For example, children help themselves to a drink when they are thirsty and self-select the resources they want to play with.

The childminder makes sure that the environment is safe by conducting daily checks and ensuring that there is a range of safety equipment in place, such as safety gates. Children learn about keeping themselves safe through a range of planned activities, such as, the monthly fire drill practise and learning about road safety whilst out and about. The childminder is a good role model, she offers lots of praise and clear and consistent boundaries followed by explanations to support young children as they learn the behaviour expectations of the setting. As a result, children play nicely together, show concern and share resources. For example, during a role play activity children play co-operatively together. They share the animals and children demonstrate concern for the 'poor horse' because it was getting 'wet' outside the stable.

Children's health is suitably catered for by the childminder. Meals that the children are served are all home cooked, healthy and nutritious, such as, fish, potatoes and vegetables. She also serves lots of fresh fruit. As a result, children develop an awareness of healthy eating. The childminder works closely with parents to ensure any dietary needs are known and respected. A good range of hygiene procedures further contribute to children developing healthy habits. For example, children play in a clean environment and receive sensitive reminders to wash their hands at appropriate times.

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

The childminder has a suitable understanding of her responsibility to safeguard the children. She has a written safeguarding policy and demonstrates a good knowledge of the procedure she would follow if she had concerns about a child in her care. All relevant numbers are to hand, this means that she can easily make contact with the appropriate agencies should she need to. She discusses her policies with parents during initial visits, and ensures each parent receives a copy to refer to. This ensures parents are aware of how the setting operates from the start.

The childminder shows some commitment to driving improvement. She has completed basic training including first aid and child protection and updates her knowledge through specific courses, such as food hygiene. She has begun to evaluate the service she provides and ensures the views of parents are included via questionnaires. However, although she identifies priorities for improvement, she is not always pro-active in addressing these needs. As a result, a recommendation from her previous inspection has not been addressed. Therefore, the activities for children do not always meet their needs. Furthermore, although the childminder monitors the educational programmes for enjoyment, she does not fully evaluate their impact on children's learning and development. As a result, a broad range of experiences are not always offered across the seven areas of learning. For example, the activities to support children who are learning to form letters are limited to handwriting sheets.

The childminder works closely with parents and it is evident that they are extremely happy with the service she provides from the kind words and comments they write in letters and the questionnaires. For example, parents say that they 'couldn't have found anyone better' and their children 'often don't want to go home'. As a result, parents have the confidence to discuss any concerns they have regarding their child and know she will support them, such as toilet training. She shares their child's learning records with parents and encourages them to take them home to share with other family members. In addition, the childminder suggests activities for children at home, therefore, parents contribute to their child's learning. She also ensures they receive copies of any photos she takes of their child engaged in activities. To ensure parents are fully informed about the activities their child has experienced throughout the day, she maintains a daily 'what's on' guide. The childminder also liaises with parents daily to ensure they know what meals their children have had, their nappy changes and their sleep patterns. Through discussion, the childminder demonstrates that she has an adequate awareness of how she will support

children's transitions to other settings once the children are ready to move onto school.

### 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

<b>Unique reference number</b>	EY355766
<b>Local authority</b>	Manchester
<b>Inspection number</b>	820912
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	5
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21/10/2008
<b>Telephone number</b>	

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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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