

Inspection date

Previous inspection date

22/01/2013

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 are provided with a suitable range of activities and play opportunities. As a result, they are beginning to make steady progress towards the early learning goals.
- The childminder has established positive relationships and interacts warmly with the children. Consequently, children are secure, settled and happy in the childminder's care.
- The childminder knows how to promote the good health of children and as a result, they benefit from regular exercise and healthy snacks.
- The childminder demonstrates a commitment to improving her skills, knowledge and practice.

It is not yet good because

- Risk assessments do not consistently identify and remove all hazards in the playroom in order to ensure a safe environment for children to play in.
- Resources to support and extend on children's imaginative play are limited.
- Partnerships with the school, that the older children attend, have not yet been developed, therefore, the childminder is unable to complement 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 children at play throughout the inspection and inspected areas of the home used for childminding purposes.
- The inspector looked at children's learning journeys, a selection of policies and other documentation.
- The inspector took account of the views of parents through returned questionnaires and the written information in children's daily diaries and text messages to the childminder.
- The inspector held discussions with the childminder at appropriate times during the inspection.

Inspector

Kay Armstrong

Full Report

Information about the setting

The childminder registered in 2012. She lives with her son aged seven years in the Moston area of Manchester. Children have access to a dedicated playroom and the bathroom on the first floor. Outdoor play is provided by visits to the local park or to other childminder's

homes. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll, of whom three are in the early years age group. The childminder cares for children from 7.50am to 6.30pm, Monday to Friday, all year round except for family holidays. The childminder is able to support children who speak English as an additional language. She 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:

- minimise the potential risk to children by extending the risk assessment to include the cords on the blinds at the playroom window and ensure these are made safe.

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

- continue to develop the range of resources available to children and include resources which spark their imagination and help to them make sense of the world in which they live. For example, consider providing a range of dressing up-clothes and small world resources, such as, play people
- develop partnership working with other professionals, with regard to the schools that children attend, and gather relevant information to enable appropriate activities to be provided which support their current learning.

Inspection judgements

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

The childminder has recently begun to care for children. She has an appropriate understanding of how children learn and provides a suitable range of activities which supports their learning and development. She gathers relevant information from parents about what children already know and can do. This helps her to plan activities to promote their development. Children's independence and choice is appropriately supported. They freely access a range of suitable resources which support most areas of learning. However, children have few opportunities to dress-up or play imaginatively with a range of small world resources. As a result, the opportunities they have to make sense of the world

in which they live is limited.

Children's early language skills are appropriately supported by the childminder. She constantly talks to children throughout activities, promoting their language skills well. They vocalise loudly while interacting with the childminder and say single words, such as 'Dada', clearly as their vocabulary grows. Children have access to books and enjoy looking at them with the childminder. This supports their language development as she talks to them about what they can see. Within children's play she asks questions, which are appropriate to children's understanding, such as, 'who can you see?' to a child who is looking in a mirror. This also fosters their understanding of themselves and promotes their self-esteem. Children explore treasure baskets and particularly enjoy the sound they make when they bang a wooden spoon against the table. They also develop their coordination and grip as they begin to make marks with chalks on a chalkboard.

Children have space to play and explore their environment. They enjoy crawling over play mats and listen to the crinkly sound it makes. They begin to develop very early skills in using technology as they show an interest in toys with buttons, flaps, pulsating lights and musical sounds. Young children, who are beginning to walk, are able to pull themselves into a standing position by using low level furniture. The childminder praises them as they take tentative unsupported steps. They giggle and smile, as they wobble and sit down but are encouraged by the childminder to try again. As a result, they are learning to persevere at tasks and to achieve positive outcomes which lay the foundations for future success.

The childminder uses individual diaries to ensure information is shared daily with parents. These provide information regarding children's care routines and the activities they have been involved in, which helps parents to keep abreast of children's interests and learning. The diary also provides opportunities for parents to share relevant information with the childminder and supports continuity in children's care and learning. The childminder is aware of the progress check at age two and is developing her knowledge to ensure that this is completed appropriately.

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

The childminder is warm and caring towards the children. She promotes their emotional development appropriately and they are developing secure attachments with her. Children readily approach her for cuddles and snuggle into her when they are tired. Babies are nursed while being bottle fed and the childminder cuddles them to offer comfort and reassurance. She is aware of their changing routines and is responsive to their needs. The childminder maintains eye contact and smiles as she talks to babies and young children in a calm and soothing manner. This helps them to feel secure and safe in her care.

The childminder gives consideration to children's safety and carries out risk assessments. However, the risk assessment does not yet include the cords to the blinds at the play room window and as a result this potential hazard has not been minimised. Regular fire drills promote children's understanding of what to do should they need to leave the home in an emergency. Older children are beginning to learn about risk as she uses age-appropriate ways to help them understand. For example, they learn about road safety as

they walk home from school. Children's good health is adequately promoted as the childminder provides opportunities for children to play outdoors and they benefit from fresh air and exercise. Visits to the park enable children to develop strength and coordination as they explore large equipment and have fun.

Children are beginning to develop positive attitudes to healthy eating because the childminder ensures snacks are healthy. Food provided by parents is stored appropriately and she discusses children's dietary needs with parents. This ensures she is aware of children's particular needs and she is able to cater for any special dietary requirements. Children are learning to be independent as the childminder encourages them to develop self-help skills at meal times. The childminder visits local support groups in order for children to socialise. They also benefit from the opportunity to participate in different activities, such as music sessions. As a result, children's confidence is increasing and they are beginning to develop skills needed for the next steps in their learning.

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

The childminder is a newly registered provider and she is working hard to establish her childminding business. She has developed a good range of policies and procedures. All policies are shared with parents, who sign to say they have read and understood them. This appropriately supports the childminder in working with parents to protect children. The childminder has a sound knowledge and understanding of the safeguarding and welfare requirements and is aware of who to contact if she is concerned about a child's well-being or safety. The childminder maintains a generally safe, comfortable and secure home environment for children and she is vigilant in her supervision of them.

The childminder's understanding of the learning and development requirements is satisfactory. She provides a range of learning opportunities for children which adequately supports their progress. The childminder has begun to observe and record children's progress in their individual 'learning journeys'. The observations are linked to the Early Years Foundation Stage and outline the possible next steps in children's learning. The childminder uses this information to help her to plan activities that will promote children's future development. As a result, children are making steady improvement in their overall development. The childminder has begun to track children's progress towards the early learning goals and this shows that children are within the expected developmental bands for their age.

The childminder is beginning to develop positive and secure relationships with parents. She shares information daily with them verbally, via children's daily diaries and through text messages. She is also beginning to seek parent's opinions by means of questionnaires, where parents report that they are happy with the support their children are getting. She has recently begun to collect children from a local school. However, she has not yet established links with the school to ensure a two-way flow of relevant information is maintained. Therefore, she is not able to use this information to fully support and complement children's learning. The childminder is beginning to monitor and evaluate her service and has correctly identified her strengths and areas for further

development. For example, she recognises that children would benefit from her increased knowledge and understanding of childcare and education and is preparing to undertake a professional training course.

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	EY448313
Local authority	Manchester
Inspection number	807693
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	4
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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