

<b>Inspection date</b>	21/01/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	4
		Not Applicable
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## **The quality and standards of the early years provision**

### **This provision is inadequate**

- The childminder demonstrates a poor understanding of the prime and specific areas of learning of the Early Years Foundation Stage, resulting in children making limited progress in their learning
- Observation, planning and assessment are weak, which means activities lack challenge to interest children and encourage progression in their learning.
- Partnerships with parents and other early years settings are not strong to ensure continuity and progression in children's care and learning.
- Self-evaluation is weak, which means priorities for development are not clearly identified to ensure outcomes for children are improved.

### **It has the following strengths**

- The childminder is kind, warm and caring, which enables children to feel settled and emotionally secure.
- Children generally behave well and the childminder minimises potential hazards which mean children are safe in the environment.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part 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 playroom and the lounge.
- The inspector talked to the childminder about her practice and procedures.
- The inspector looked at various records, including the childminder's written policies.

## Inspector

Julie Firth

## Full Report

### Information about the setting

The childminder was registered in 2012. She lives with her husband and daughter aged 13 months in the east side of Manchester. The whole of the ground floor and upstairs bathroom are used for childminding purposes. There is a secure yard available for outdoor play. The childminder is registered by Ofsted on the Early Years Register and the compulsory parts of the Childcare Register. The childminder is open every day, all year round. There are currently two children on roll and both are within the early years age group. The childminder takes children to the local park and shops.

### What the setting needs to do to improve further

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

- provide challenging and enjoyable experiences for children in all areas of learning and development by developing knowledge and understanding of the learning and development requirements, using robust observation and assessment of children's learning to identify their next steps, planning for individual children, taking into account their interests and the next steps in their learning
- involve parents in their children's learning by encouraging them to share their views and enhance children's development at home. Keep them involved and up-to-date with their children's progress and development in the setting.

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

- implement rigorous self-evaluation in order to drive improvement including monitoring the educational programmes to ensure a broad range of experiences to help children make progress
- improve partnerships with other settings children attend to ensure they benefit from continuity of care and that there is a shared understanding between all those involved with individual children.

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

The childminder has a poor understanding of the educational programmes to support children effectively to make progress in their learning and development. She does not conduct observations or assessments of children to support their ongoing progress. There is no systematic approach to planning activities to meet children's learning needs and interests, and to help them achieve their next steps. Play is mostly child-initiated, with very few adult-led activities organised. As a result, practice is weak and does not fully support children to acquire the skills and attitudes to prepare them for their next stage in their learning. Some toys are available in the playroom but they are not used to support children's interests. Also the childminder does not effectively question the children, which does not extend their learning or challenge their thinking.

The childminder helps children to learn basic counting skills, as they walk across the foam number mats in the playroom. They sit together to colour in sheets of their favourite cartoon character and make a kite to take outdoors. The childminder takes children to the local park and market. However, activities lack challenge to keep children motivated and to enhance their concentration skills. The childminder reads stories to the children to

encourage their interest in books. However, there are limited opportunities for them to participate in recognising letters, or to write their name. This restricts the development of children's early literacy skills. The childminder does not encourage parental involvement in their children's learning and the lack of information about children's development means they are not kept informed of their children's ongoing progress. Nevertheless, the childminder shares verbal information on how the children have been during the day.

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

As the childminder does not actively support children's development in the prime areas of learning, this has a negative impact on children's overall well-being. Resources are not used well enough to provide challenge for children or engage their interests. The childminder is not planning activities effectively to encourage children to work together or build relationships, which hinders their personal, social and emotional development. Her lack of liaison with the local school restricts the knowledge and understanding between all those involved with individual children, hindering their progress.

Nevertheless, the childminder creates a friendly and homely atmosphere. She is caring and patient, and her gentle approach towards the children enables them to feel settled and safe in her care. She responds adequately to children's care needs, such as when they want a drink and when they ask if they can go outside later in the day. She is beginning to gain an awareness about their preferences on transition into her home. For example, children are keen to tell the childminder that they like going to church and shopping in the community. She generally offers her attention to give children reassurance and this enables them to form appropriate bonds with the childminder. Children do have access to the yard area which gives them some opportunities to exercise and they also visit the park occasionally to climb on the large fixed equipment, which is beginning to benefit their physical health and well-being. The childminder meets children's dietary needs sufficiently well and offers children healthy snacks. She adequately promotes positive behaviour by reminding them to share and offers praise and encouragement as they sit colouring.

The premises are secure and the childminder demonstrates a suitable understanding of how to assess and minimise risks to children's safety. For example, she keeps the door keys out of reach of small children and children learn about road safety when out on trips in the local community where they are taught to stay in the childminder's sight. They take part in fire drills, so they learn what to do in the event of an emergency.

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

The childminder has a poor understanding of the revised Early Years Foundation Stage, which impacts on her ability to fully comply with the learning and development requirements. She is unclear about how to support and monitor children's learning and progress effectively. As a result, children do not receive an appropriate balance of adult-led and child-initiated activities that meets their individual learning needs and interests.

Children are kept safe on the premises and on outings. The childminder has a suitable understanding of the procedures to safeguard children and she is able to recognise signs of abuse. She is aware how to report any concerns about children's welfare, in line with Local Safeguarding Children Board procedures.

The childminder maintains all the required documentation to support the childminder's practice. For example, some written policies in relation to safeguarding children and complaints are in place. However, the childminder only obtains basic information from parents of what the children can or cannot do. This makes it difficult for the childminder to be clear about children's starting points in their learning and development. The childminder is not yet working in partnership with other early years settings the children attend, which means she cannot fully support children's transitions and ensure consistency in their care and learning. Self-evaluation is weak and there is no clear improvement plan to prioritise areas for development. Nevertheless, the childminder does recognise weaknesses in her knowledge and practice and she shows a willingness to improve. She has recently initiated contact with the local authority to seek their advice and support.

### **The Childcare Register**

The requirements for the compulsory 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 action. 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>	EY449484
<b>Local authority</b>	Manchester
<b>Inspection number</b>	809262
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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, which are usually the childminder's 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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