

Inspection date	18/02/2013
Previous inspection date	18/03/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
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's limited understanding of the learning and development requirements means the children's progress is not clearly monitored over time.
- The educational programmes are not covered in sufficient breadth or depth across all areas of learning through a mix of adult-led and child-initiated opportunities, in order to provide activities that further challenge children.
- Opportunities for engaging parents in children's learning and helping them to extend children's learning at home are not fully explored.
- The childminder does not approach self-evaluation effectively to ensure the quality of the provision is monitored and areas of improvement are clearly identified taking into account parents' views.
- Opportunities to allow children to mix with others away from the childminding setting to further develop their social skills and prepare them for future learning are not in place.

It has the following strengths

- Children are cared for in a safe and secure setting where they are happy and develop positive relationships with the childminder due to her caring nature.
- Children's language and communication skills are promoted well because the childminder spends time talking to children as they play.

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 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 looked at all areas of the childminder's home used for childminding.
The inspector spoke with the childminder during the time children slept and
- discussed her understanding of the Early Years Foundation Stage and knowledge of children in her care.
- The inspector observed play in the main downstairs room and snack time in the kitchen.
- The inspector reviewed the documentation made available.
- The views of one parent were taken into account on the day of the inspection through the written reference provided.

Inspector

Sue Birkenhead

Full Report

Information about the setting

The childminder was registered in 1995 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in the Cadishead area of Manchester. The bathroom on the first floor, the side garden and the whole of the ground floor, with the exception of the conservatory are used for childminding. The childminder visits the shops and park during the week and collects children from the local school. There is currently one child on roll, who is in the early years age group and attends for a variety of sessions. She also cares for her two grandsons aged one and five years. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- develop knowledge and understanding of the learning and development requirements to ensure the educational programme is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. For example, plan to provide painting and messy play activities to enable children to explore their senses
- use information obtained from observing children to understand their level of achievement, interests and learning styles and shape learning experiences for each child reflecting those observations to help children make the best possible progress in their learning and development.

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

- develop ongoing self-evaluation to ensure strengths and areas for improvement are clearly identified and consider ways to seek parents' views in order for them to contribute to the setting's self-evaluation
- promote an ongoing dialogue or sharing of regular two-way observations on learning with parents and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward
- extend opportunities to promote children's social skills, for example, by attending groups away from the main childminding setting.

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

The childminder has not developed a secure understanding of the learning and development requirements. She completes very informal observations and is able to explain some aspects of the children's progress, next steps in learning and what they like to play with. Apart from planned occasions to visit the shops weekly and the park regularly, the childminder follows the children's lead during play. This means that all areas of learning are not always implemented through planned purposeful play or include a balance of adult-led and child-initiated opportunities. As a result, practice does not sufficiently challenge children's learning or fully support children to acquire the skills and attitudes to prepare them for their next stage in learning. Parents contribute to their children's initial assessments as the childminder discusses their likes, dislikes and aspects of their development on entry to the setting. Basic information and some aspects of their

development are shared with their parents daily. However, opportunities to fully engage parents in their children's learning and help them to support their child's learning at home are not fully embraced.

Children's language development is promoted well through the childminder's positive interaction, repetition of language and the questions that she asks during play and care routines. As a result, children speak using single words, short sentences and engage in regular conversations to extend their vocabulary and communication skills. For example, children repeat familiar expressions, such as, 'All gone' at snack time and begin to put words together, such as 'Daddy gone work'. They select books of their choice, talk about the images they see and make marks using crayons, therefore appropriately supporting their literacy skills.

The childminder appropriately introduces children to number language during play. As a result, children begin to say number names randomly during play and snack times. They develop some understanding of shape, space and measurement by completing the inset puzzles with the childminder's support. Children are responsive to the childminder's guidance as she says 'Turn the piece around', 'Oh it's upside down', and successfully fit the shapes into spaces. Children show interest in early technology using a range of interactive resources. They enjoy repeatedly pressing the buttons on the truck to reveal realistic noises and move their bodies to the music they create using the key board. This supports some aspects of their creativity. However, opportunities to explore their senses and exploratory play through the provision of painting and messy play activities are not planned for.

Children gradually engage in pretend play with toys as the childminder models pretend play using the domestic play materials and play foods. For example, children collect a variety of foods in the pan, which they stir and serve for others and make cups of tea for the childminder. Children sit next to the childminder and discuss the images they see in the book. They make comparisons from their home life as they point to the fireman and say their uncle's name, who is a fire fighter. They realise a toy is not working and refer to the childminder's husband who will fix it because, 'batteries broke'. Children also refer to special people in their life during conversations, such as their grandad, mummy and daddy.

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

The children's daily routine and sleep patterns mean there is little opportunity to attend local groups with the childminder. Therefore, experiences to further develop their confidence and social skills away from the setting, in order to prepare them for future transitions, are currently not planned. Children develop positive relationships with the childminder as a result of the gradual introductory sessions she encourages parents to complete. She initially shares relevant information about the children with parents, therefore, her knowledge of their care needs is clear. This also supports appropriate transitions from home to the childminder's care. Children are cared for in an appropriately welcoming environment, where they access a range of play materials of their choice to suitably support their learning and enjoyment. They demonstrate that they feel secure in

the childminder's care as they positively interact during activities. In addition, children explore the environment knowing she is close by and sleep soundly before lunch.

The childminder approaches the management of children's behaviour calmly. She uses positive techniques, such as, diverting attention and intervention to encourage them to take turns and share resources. She regularly praises their achievements, to support the development of their self-esteem. Consequently, children behave well and play alongside others cooperatively. Children receive a healthy balanced nutritious diet, which includes a variety of homemade meals and fresh fruit. In addition, parent's wishes are respected as they provide some healthy snacks for their children, therefore contributing to a healthy lifestyle. Individual drinking beakers are freely available which allows children to access drinks independently, so they do not become thirsty. Children are familiar with the daily routine, which promotes a positive understanding of personal hygiene. For example, they climb onto the step at the sink when the childminder says it is snack time and wash their hands and say 'soap', therefore minimising the risk of cross infection. Children have some opportunities to support the development of their physical skills, which contribute to the provision of healthy lifestyles through physical exercise. For example, they play outdoors using a range of resources, take trips to the park to play on larger apparatus and walk to school. As a result, they develop their coordination and balance well.

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

Overall, the childminder understands her responsibilities in meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Consequently, she appropriately outlines how to identify and respond to possible signs of abuse. However, a written statement of procedures to safeguard children from abuse or neglect has not been implemented, which does not meet the requirements of both parts of the Childcare Register. Detailed risk assessments of the childminder's home and outings have been introduced following the actions raised at the childminder's last inspection. The use of risk assessments, visual checks daily and safety equipment ensures that risks to children are effectively minimised. Children are appropriately encouraged to learn about staying safe, for example, they practise the emergency evacuation procedures at times. The childminder is aware of the need to record all complaints using a basic record system in place. However, she has not implemented a written statement of the procedures to be followed in relation to complaints, which a parent makes in writing or by email, which does not meet the requirements of both parts of the Childcare Register.

The childminder recognises that her understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage is less well developed. This is mainly due to only obtaining the associated documents the week before her inspection. Consequently, her understanding is not secure and she does not use guidance, such as Development Matters in the Early Years Foundation Stage to clearly monitor children's progress. As a result, children's progress has not been consistently monitored to reflect the progress they make towards the early learning goals over time. The childminder has not established regular monitoring and evaluation of her practice, other than addressing the actions following her last inspection. Little attention has been

paid to the recommendations raised, therefore, self-evaluation, assessment and planning remain areas for improvement. Consequently, successful improvement plans that support children's achievements over time and take into account parents views, have been given little thought.

The children currently cared for do not attend additional settings. However, the childminder acknowledges the importance of establishing partnerships to promote continuity in their care and learning. The childminder develops friendly relationships with parents. Information is exchanged initially during discussions held, for example, the children's likes, dislikes, routines and aspects of their development. Some information is shared with parents through a few basic written policies. Parents sign the local authority safeguarding statement providing a basic outline of the childminder's responsibility. The childminder completes an individual daily record, which makes parents aware of their child's well-being and play, although a copy of this information is not kept. Parents provide a positive reference for the inspection. They say they are 'happy' with the level of care and activities indoors and outdoors their child receives. They describe the childminder as 'great, reliable childminder' and say her 'positive, happy' environment helps children to develop in confidence.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- implement a written statement of procedures to be followed in relation to complaints, which a parent makes in writing or by email (compulsory part of the Childcare Register)
- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register)
- implement a written statement of procedures to be followed in relation to complaints, which a parent makes in writing or by email (voluntary part of the Childcare Register).

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

Unique reference number	307384
Local authority	Salford
Inspection number	818803
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	18/03/2009
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, 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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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