

Inspection date

Previous inspection date

07/05/2013

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 feel safe and secure with the childminder, sharing close and caring relationships, which successfully promote their emotional well-being and independence.
- The childminder helps children to develop their communication and language skills and supports their physical, personal, social and emotional development to ensure that they are well equipped with the skills, which they need for future learning.
- The childminder knows the children well and has a sound knowledge and understanding of their cultural backgrounds, individual care and welfare needs, likes and interests.
- Children have access to a wide range of toys, equipment and resources, which cover all areas of learning and support their ongoing development.

It is not yet good because

- The childminder does not systematically use the information from her observations to fully promote all children's learning as she does not consistently link the information gained to assess their progress.
- There is scope for the further development of partnership working with parents, in order to involve them more in children's learning and development.
- Partnerships with other early years providers are not yet fully established, in order to promote consistency and continuity of children's learning and care.

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 observed activities children took part in.
- The inspector spoke to the childminder at appropriate times during the inspection.
The inspector viewed a range of documentation, including risk assessments,
- safeguarding and complaints policies and procedures and children's observation and assessment records.
- The inspector took into account the views of parents from their letters for the inspector and from within the parents' questionnaires.

Inspector

Susan Heap

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged seven and nine years in the Levenshulme area of Manchester. The whole of the ground floor, first floor bathroom and the rear garden are used for childminding. The family has a dog as a pet.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. The childminder collects children from the local schools and pre-schools.

There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except for family holidays. The childminder supports children, who have English as an additional language. She is a member of the Professional Association of Childcare and Early Years.

What the setting needs to do to improve further

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

- ensure each child's level of development is assessed against the early learning goals and use information about children's individual needs and interests more effectively to support their progress across the prime and specific areas of learning.

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

- develop the relationships with parents and carers to fully involve them in their children's learning and development, enabling them to fully support their learning at home
- develop the arrangements for sharing information and partnership working with other settings that children, in order to fully support and enhance their learning and development.

Inspection judgements

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

The childminder has been minding children for a short period of time. However, she supports children's learning and progress well. She gathers information from parents to establish children's starting points at the start of the placement. This is used as a baseline assessment of children's overall development. Observation, assessment and tracking systems to monitor children's progress link to the guidance document 'Development Matters in the Early Years Foundation Stage'. Children's individual learning journeys include observations, assessments and samples of their work. These demonstrate over time that children are making steady progress because their next steps in learning are carefully planned for. However, these are not fully in place for all children, who are in the early years age range.

The childminder has a sound knowledge of each child's individual needs, likes and capabilities. She uses her observations and considers children's interests when planning activities to support their ongoing development. For example, as babies take their first steps, she supports them by holding their hands or arranging furniture and equipment, so that they can move around safely and freely themselves. They receive lots of praise and smiles for their achievements, demonstrating growing self-confidence, balance and control of their bodies as they pull themselves into an upright position. Flexible weekly planning of activities includes weekly activities, such as trips to local groups or the park, as well as planned activities for individual children's next steps. Children also have opportunities to explore different media and art and collage materials, such as, sand, water, cornflour and water and paints. As a result, children receive a broad and balanced range of activities to support their ongoing developmental needs.

Parents are kept informed of children's progress through daily verbal conversations and the home-link diary. The childminder is fully aware of the importance of working in partnership with parents and sensitively places emphasis on this to ensure that children's individual care and development needs are met. For example, together, the childminder and parents minimise children's use of comforters. This helps to promote strong facial muscles, in order to improve children's expressions and language development. Documentation is in place to include parents' observations of children's progress and achievements to aid assessment of their development and plan for their next steps. However, these have not yet been formally shared with parents. The childminder is aware of and understands when to implement the progress check at age two years.

Toys and resources are developmentally appropriate and are freely accessible. For example, small world toys, interactive toys and treasure baskets are located at floor level or in boxes, so that children are able to make choices independently. These also include a good range of resources, which reflect minded children's cultural backgrounds, offer them familiarity and give them a sense of belonging. The youngest children particularly enjoy taking objects out of boxes. By carefully using her observations of how they play, the childminder extends the quality of children's teaching and learning by naming and counting the objects as they remove them. This helps to develop and promote children's

language and concept of numbers in preparation for transition to other settings, such as school. Children's communication and language development is fostered further through regular conversations during their play or care routines.

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

Children's all-round emotional well-being is well supported in a welcoming and caring environment. As a result, they benefit from the warm and trusting relationships, which they have formed with the childminder. They initially seek reassurance from her when other adults are present but through her sensitive attention and care, they are soon involved in their play and exploration. Children's specific health and care needs are gathered from parents during the settling-in period. This enables the childminder to promote all aspects of their health, care and welfare well. For example, by supporting parents, who are breast feeding in the change to bottle feeding. The childminder knows what children like and dislike and when they are ready to rest or are hungry. She reassures children, who become tired with appropriate cuddles and close contact.

Children benefit from fresh air and exercise on a daily basis, which promotes their health and physical development, such as trips to the park after school or accessing activities at the local children's centre or other toddler groups. Babies and younger children develop their dexterity as they build with bricks or use tools and equipment, such as chopsticks or spoons, as they feed themselves.

The childminder is vigilant when children play and promotes their safety by ensuring that areas are free from tripping hazards. This is particularly beneficial for younger children, who are taking their first steps. Fire drills are practised and monitored. This ensures that any hazards to prevent the safe evacuation of children are minimised and enables them to learn what to do in an emergency. Hygiene practices are implemented from an early age, which ensures that children receive consistent messages and minimises the risk of cross-infection. For example, they use hand sanitising gel at regular intervals throughout the day and there are clear procedures for changing children's nappies.

The childminder provides consistent and clear boundaries. She demonstrates a sound knowledge and understanding of positive methods of behaviour management. These are age-appropriate and she calmly and sensitively gives explanations. Children's good behaviour is rewarded through 'Dino' the dinosaur certificates or treats, such as a cinema outing, with parents' written permission. As a result, children behave well and are considerate and caring to each other.

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

Children are safeguarded by the childminder, who has a sound understanding of safeguarding and is knowledgeable about the procedures for reporting any concerns. All members of the household over 16 years of age have completed the appropriate Disclosure and Barring checks. Daily risk assessments and checks are carried out and appropriate security procedures are in place to ensure that children can develop and learn

in a safe and secure environment.

The childminder demonstrates commitment to ongoing training to develop her professional skills. As a result, she has a sound understanding of her responsibilities in meeting the safeguarding and welfare, and learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. The childminder is beginning to reflect on her practice and through self-evaluation has identified areas she wishes to develop and improve, such as attending further training. She involves parents in evaluating her service through the completion of questionnaires. Consequently, she has a sound knowledge and understanding of her strengths and weaknesses. Her plans for the future are realistic and well targeted to drive further improvement, such as developing her confidence in observation and assessment and involving parents to inform children's individual planning. She understands the need to monitor educational programmes but 'Development Matters in the Early Years Foundation Stage' guidance is not yet used to effectively monitor all children's progress.

The childminder engages well with parents. They are kept informed daily about their children's progress through daily conversations and the home-link diary. These support sound foundations for partnership working. Parents' comment positively about the childminder; how they feel confident that their children are well cared for and the good progress their children are making in their learning and development. She works informally in partnership with other settings children may attend, such as the local school, to ensure key messages are passed onto parents. However, she has not fully explored ways in how she can support and extend children's learning and development by closer partnership working with the school. There are no children attending, who have special educational needs and/or disabilities. However, the childminder has a clear understanding of the importance of working with other professionals to provide support for all children when the need arises.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY452395
Local authority	Manchester
Inspection number	891433
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
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, 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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