

**Inspection date**

08/05/2013

Previous inspection date

01/02/2011

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

**This inspection:**

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 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 have close bonds and secure emotional attachments with the childminder. As a result, they are at ease in the childminder's home.
- Positive relationships are held with parents. This means that children feel secure and benefit from a consistent approach to their care and learning.
- The childminder is knowledgeable about child protection procedures, in order to keep children safe.
- Children are provided with healthy meals and snacks, which helps them to stay healthy.

**It is not yet good because**

- The childminder does not fully consider the individual needs and stage of development of each child within readily available resources, in order to fully engage children's interest and help them make the best progress.
- The safety and suitability of the premises is not fully ensured because not all potential hazards are identified and certain areas are not fully maintained in a good condition, in order to ensure they are fully welcoming.
- Assessments are not based on children's starting points on entry, in order for the childminder to effectively track their progress.
- There is scope to improve young children's access to books, in order to support their early literacy development.

## 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 and care routines in the lounge and playroom.
- The inspector spoke with children and the childminder at appropriate times throughout the inspection.
- The inspector looked at a selection of policies and children's records.

## Inspector

Rachel Ayo

## **Full Report**

### **Information about the setting**

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their children aged 11, seven and five years. The childminder's husband is also a registered childminder, although he does not currently co-mind with the childminder. The childminder lives in a house in the Longsight area of Manchester and uses the whole of the ground floor, first floor bathroom and the rear garden for childminding. She offers overnight care.

The Childminder attends childminder groups and visits local shops and parks on a regular basis. She takes children to, and collects them from the local school. There are currently five children on roll; four of whom are in the early years age group who attend for a variety of sessions. The childminder is open all year round from 8am to 6pm Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 3 childcare qualification.

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

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

- ensure the safety and suitability of the premises by improving the safety of blind cords in the lounge and physical apparatus in the garden, and by ensuring that all areas used by children are maintained in a good state of cleanliness, repair and decoration
- review the organisation of the playroom, to ensure that resources and toys are stimulating, effective in promoting each child's individual stage of development and fully engage their interest and active learning
- undertake an accurate assessment of children's prior skills, knowledge and understanding on entry, in order to fully ensure that activities are well-matched to each child's individual stage of development and ensure they make optimum progress.

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

- create an attractive book area where children and adults can enjoy books together, in order to develop young children's early literacy skills.

## Inspection judgements

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

The childminder has an adequate knowledge of the seven areas of learning and has appropriate expectations of the children. She uses the Early Years Foundation Stage documents to assess children's progress, and has recently introduced a tracking document to support the process. However, the childminder's understanding of establishing children's starting points on entry, is less secure. Consequently, she is not able to support children in order to ensure they are fully supported in making optimum progress, given what they already know and can do.

The childminder plans a variety of activities each day on a weekly basis to support children's learning; informed from her regular observations of what children do and enjoy. These specific adult-led activities are appropriately matched to children's age and stage of development to support their learning, and cover different areas of the curriculum. Children are left alone at times to explore, make their own discoveries and learn skills through self-initiated play. However, the resources which are readily available to them, although plentiful, do not offer enough variety or stimulation. This includes a lack of natural resources for children under one year of age. This means that young children's interest is not fully sustained and toys are either too challenging or too simple for the children who are almost two years of age. Nevertheless, children's records of learning show that they are working appropriately within the typical range of development expected for their age.

The childminder updates parents about their children's learning adequately, for example, by sharing records of learning and through discussions as parents drop off or collect their children. Parents are encouraged to share achievements observed at home and work alongside the childminder to support children's next steps, such as young children's speech and language and physical development. This ensures a consistent approach in supporting children's learning.

Toddlers are sociable with adults and enjoy interactions with them. For example, they readily approach the visitor, showing intrigue at their laptop, and enjoy the engagement of the childminder as they take part in drawing. They practise their hand and eye coordination as they make connections between their movement and the different marks they make. They show competence in their physical skills as they confidently use the small indoor plastic slide and get on and off child-sized chairs. Babies reach out to grasp objects and observe these with interest as they pass them from one hand to the other.

The childminder suitably supports children's communication and language as she talks to them about what they are doing as they play and during care routines. Where toddlers use English as an additional language, the childminder supports their home language alongside developing their use of the English language. For example, she repeats words in Arabic and English. Toddlers attempt to copy expressions and words and understand simple sentences as they follow age-appropriate requests.

The childminder demonstrates adequate levels of enthusiasm, engagement and motivation of the children. For example, she praises toddler's efforts as they attempt to create their own simple structure with large plastic bricks, which fosters their self-esteem and confidence and encourages them to persevere. They also readily express themselves through physical action and sound, showing imagination and creativity, as they notice that by connecting the bricks together they make different noises. As they show an interest in simple technology toys, they learn how things work by pressing buttons which result in sounds and lights flashing, much to their delight. The childminder reads stories to develop children's interest in print. Although, there is scope to develop the accessibility of books to fully support young children's early literacy development. The childminder takes children to toddler groups to help them develop skills they need to be recording for their next stage of learning at pre-school, for example, sharing, taking turns and mixing with larger groups of children.

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

The childminder encourages settling-in visits, to ensure that babies and young children form close relationships with her and feel secure. She gathers appropriate information from parents about their child's care routines, likes, dislikes and interests, in order to ensure a consistent approach during the transition from home to her setting. This fosters children's sense of security further. Care routines, such as nappy changing and meal times, are appropriate in ensuring children are happy and have their individual needs met. For example, the childminder recognises when they are tired as they become upset and responds by giving them their dummy and offering a comforting cuddle in preparation for their nap. Babies readily smile at the childminder as she positively interacts with them when feeding them a yoghurt.

The childminder suitably helps toddlers learn about boundaries and staying safe by offering simple explanations, for example, as they stand on a chair or the top of the slide. Discussions, for example, around road safety appropriately help school-aged children to learn about dangers and keeping themselves safe. Children are encouraged to make choices and manage developmentally appropriate self-care tasks. For example, babies hold their own bottle and toddlers are encouraged to use their spoon to feed themselves, and not just their fingers.

Young children are helped to make healthy choices about what they eat and drink from an early age through the provision of healthy meals and snacks, such as fruit and dairy products. Meals include a home cooked dish, such as chicken casserole with rice, which is prepared each morning before the children arrive. This means the childminder's time is not taken away from the children, ensuring they are always supervised to promote their welfare. The childminder ensures that utensils are individual to each child's stage of development and that any particular dietary requirements are adhered to, in order to meet children's individual needs. Suitable access to the childminder's garden and areas within the local community, for example, provide children with regular fresh air and exercise, which helps them stay healthy and learn about the positive effects of exercise.

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

**provision**

The childminder has an adequate understanding of her responsibilities in meeting the safeguarding and welfare requirements and implements these appropriately in most aspects to promote children's safety and well-being. For example, she renews her child protection training, therefore, is aware of how to identify potential concerns and seek advice. The childminder is aware to protect children from persons who are not vetted. For example, any individuals employed to help with domestic duties are not present when children are being minded. Hazards are generally identified and minimised appropriately to promote children's welfare. For example, safety gates prevent access to the kitchen and stairs, fire safety is promoted through regular practises and fire detection and control equipment and the premises, indoors and outdoors, are secure. However, certain potential hazards, such as the blind cords in the lounge, used for sleeping purposes, and swing apparatus in the garden, sited on concrete close to the garden wall, are not considered to fully ensure children's safety. This means that a legal requirement for the Early Years Register and both parts of the Childcare Register is not met. However, the impact of the risk to children is minimised through close supervision and children do not readily access the lounge or garden on their own. The childminder suitably understands her responsibilities in meeting the learning and development requirements, although weaknesses are identified in the organisation of the learning environment and the assessment process.

Space is organised suitably to meet children's individual needs. For example, young children can rest undisturbed in the lounge, and the playroom is made adequately welcoming through resources being set up at children's level. The childminder maintains adult to child ratios, which ensures that children receive appropriate levels of support and attention. The home reflects adequate levels of cleanliness and hygiene and most areas are maintained adequately, in order to promote children's welfare. However, the carpet on the stairs is heavily stained, although a new carpet has recently been purchased to replace this, blinds are broken in the lounge and there are small clusters of mould around the windows. However, the room is used for only a small amount of time, in which the curtains are closed, preventing any access, which minimises the impact on children.

Although in the early stages, the childminder is developing her systems for self-evaluation. For example, she has begun to use the Ofsted self-evaluation form to help her focus on areas for improvement that will enhance her service and children's care and learning. Since the last inspection the childminder has gained a level 3 childcare qualification, demonstrating her commitment to improving aspects of her childcare knowledge. The childminder encourages parents to share their views verbally and requests they share their views about her service prior to her inspection. Comments in letters provided by parents are very complimentary. The childminder keeps training, such as first aid and food hygiene, up-to-date to support her policies and procedures and promote children's welfare.

The childminder effectively shares her policies and procedures with parents before their child's placement, in order for them to be fully informed about the care of their children. Ongoing information is shared suitably through daily conversations. Appropriate

communication takes place with other providers where children in the early years age group attend school. This promotes a consistent approach to children's care and learning.

### 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:**

- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of Childcare Register).
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of 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

<b>Unique reference number</b>	EY405260
<b>Local authority</b>	Manchester
<b>Inspection number</b>	914688
<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>	10
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	01/02/2011
<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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