

Inspection date	19/08/2013
Previous inspection date	10/07/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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

- The childminder observes children and assesses their progress across all seven areas of learning. Children's next steps in their learning are identified and planned for which helps children make steady progress in their learning and development.
- Parents are encouraged to share routine information to help children to settle and so that the childminder can meet their individual care needs.
- The childminder has a sound understanding of how to promote the safety and welfare of the children in her care. She assesses the risks to the premises and minimises these so that children are able to learn and play in a safe environment.

It is not yet good because

- The environment is not effectively planned or organised to give children access to space where they can rest and play quietly in order to promote their emotional and physical well-being and make them feel secure and relaxed.
- The childminder does not have a secure knowledge of children's learning because she has not fully established close links with other early years providers. Therefore, she is not able to clearly identify areas needing additional support to complement learning in settings where children spend the most time.
- Self-evaluation is not yet rigorous enough to fully monitor the quality of practice or effectively identify areas for development that will improve learning outcomes for children.

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 the indoor and outdoor environment and looked at the resources available.
- The inspector held discussions with the childminder throughout the inspection.
- The inspector looked at various documents including a sample of policies and procedures, planning, observation and assessment systems and children's individual learning records.

Inspector

Julie Kelly

Full Report

Information about the setting

The childminder was registered in 2009. She lives with her husband and four children aged 13, 11, eight and six years in New Moston, Manchester, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding. On occasions the childminder works with her husband who is also a registered childminder and her mother who is an assistant. The family has a dog.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently five children on roll, two of whom are within the early years age group and three are school-age children who attend before and after school and during school holidays. The childminder also cares for children from aged eight to 12 years. Children attend for a variety of sessions. The childminder supports children with special educational needs and/or disabilities. She collects children from the local school and attends local playgroups on a regular basis.

There were no children present at the time of the inspection.

What the setting needs to do to improve further

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

- plan and reorganise the environment to ensure that children have space to rest, relax and play quietly, for example, by creating a cosy, quiet area where children can look at books
- cultivate partnership working with other providers to obtain a fuller picture of children's next steps in learning to inform the monitoring and planning of activities which support and complement learning in the settings in which children spend more time, such as school.

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

- extend arrangements for self-evaluation through careful monitoring and analysis of the quality of the care, learning and development on offer, and identify targets for improvement that will raise children's achievements over time.

Inspection judgements

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

The childminder demonstrates through discussion that she has a sound knowledge of the Statutory Framework for the Early Years Foundation Stage. For example, she talks about how she develops children's mathematical skills through counting grapes at snack time, cutting shapes out of paper and teaching them about capacity as they pour and fill containers with water. She provides a range of appropriate resources and activities that generally capture children's interests and help them make steady progress towards the early learning goals. The childminder observes children to find out about their immediate interests and the activities they enjoy. Children's learning records demonstrate that observations are used appropriately to assess children's learning and the childminder plans activities and experiences to build on their prior knowledge and skills. For example, children who need to develop their physical skills are provided with opportunities to practise walking and running and kick, throw and catch balls.

The childminder explains that she gathers information about children's learning from parents on entry and uses this information as a starting point. She informs parents about children's learning and development through daily conversations and sharing learning records. The childminder provides information about how parents can help to support their children's learning at home. She encourages parents to share information about what their children have been doing at home so that she can build on their existing knowledge and experiences. The childminder describes how she supports children with special educational needs and/or disabilities through close partnership working with parents. This ensures that she can plan for their specific developmental and physical needs.

The childminder provides children with a range of resources which are developmentally appropriate and children generally have free access to them. For example, small world toys, jigsaws, and resources for role play are located at floor level and on low-level shelves so that children are able to make choices independently. The childminder demonstrates through discussion that she supports children to acquire communication and language skills, and supports their physical, personal, social and emotional development. For example, she explains that she teaches children to play together and take turns as they play board games. She regularly takes children to the local playgroups and activity centres which helps them to socialise with children and adults away from the childminder's home.

The childminder demonstrates through discussion that she supports children to develop their communication skills as she talks to them during play and introduces new words to extend their vocabulary. The childminder provides a range of resources to support children to develop their coordination and large muscle control. For example, children can access wheeled toys, climbing equipment, swings and sand and water play in the garden. Consequently, children develop an appropriate range of skills, attitudes and abilities to prepare them for the next stage in their learning and school.

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

The childminder demonstrates through discussion that she has a sound understanding and knowledge of the children in her care. She gathers information from parents on entry about children's likes, dislikes and interests to support children with the transition from home to the provision. The gradual admission process helps children to settle and become familiar with daily routines. The childminder describes through discussion how she helps children to develop their understanding of the importance of physical exercise and fresh air. For example, they go out for walks, visit parks and soft play areas and the indoor and outdoor environment are linked so that children can access the garden at all times. However, the organisation of the environment does not provide children with space where they can rest and play quietly. This has an impact on their physical and emotional well-being and ability to feel completely secure and relaxed at all times within the childminder's home. The childminder describes how she helps children to learn about the importance of a healthy, balanced diet. Menu evidence that children are provided with nutritious homemade meals and snacks, such as fresh fruit and vegetables, pasta dishes and casseroles.

Through discussion the childminder demonstrates how children explore the environment and begin to learn about safety. The childminder presents as a good role model and through discussion helps children to understand clear and consistent boundaries of acceptable behaviour. She explains how she actively involves children in devising the 'house rules', such as playing together and respecting the feelings of others. The childminder has a behaviour management policy in place which is consistently implemented. Children learn to share and take turns and the childminder helps them to understand the difference between right and wrong. Through discussion the childminder shows how children are made aware of safety aspects in the home and when out in the community. For example, she explains that children know not to access the garden until the childminder has made the appropriate checks. She teaches them about road safety and they regularly practise fire drills so that they know what to do in the event of an emergency.

Through discussion the childminder demonstrates that she teaches children to develop their independence and self-care skills by encouraging them to manage their own needs at mealtimes and cooperate with care routines. The childminder describes how she promotes children's awareness of good hygiene routines through role modelling of good practice and the consistent implementation of policies and procedures. The equipment and resources are safe and suitable to meet the individual needs of all children.

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

The childminder demonstrates through appropriate documentation and discussions that she meets all safeguarding and welfare requirements, such as ensuring that ratios are consistently met and children are supervised at all times. Safeguarding policies and procedures are in place and the childminder is fully aware of her roles and responsibilities in protecting children from harm. She knows what to do and who to contact should she

have any cause for concern. She ensures that the premises are safe and secure and carries out risk assessments and daily checks which means that children's safety is constantly promoted.

Through discussion and observation of children's learning records it is clear that the childminder appropriately monitors children's progress. This enables her to ensure that any gaps in learning are identified and she can seek external support if necessary. The childminder explains that she uses the Statutory Framework for the Early Years Foundation Stage to monitor the educational programme. This ensures that children have access to a broad and balanced curriculum that covers all seven areas of learning.

The childminder has responded to some of the recommendations from her last inspection. For example, she now has a complaints book to record any concerns and the outcome. However, she has not yet established a rigorous system for self-evaluation in order to fully monitor the quality of her practice or effectively identify areas for development that will improve learning outcomes for children. She shares ideas with other local childminders at the activity groups and receives support and advice from the local authority development worker. The childminder demonstrates through discussion that she has positive relationships with parents which results in children's individual care needs being met and ensures that she has appropriate knowledge of their routines, comforters and sleep patterns. Parents are informed about children's care routines and what they have been doing during the day through daily conversations. They have access to a variety of organisational policies and procedures and know what to do and who to contact if they have any concerns. Parents complete written questionnaires which evidence that they are very happy with the service of the childminder and the care and education their children receive. However, as yet, the childminder has not fully established links with other early years providers. As a result, she is not able to clearly identify areas needing additional support and complement children's learning in settings where they spend the most time.

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	EY394637
Local authority	Manchester
Inspection number	928643
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	10/07/2012
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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