

Inspection date

06/09/2013

Previous inspection date

29/10/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

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 are happy, secure and settled as there are good relationships with the childminder. This means that children are confident to take part and explore the activities and experiences that are offered.
- The childminder makes good use of the local environment and regularly attends local groups so that children develop confidence away from the home.
- Children's personal safety and well-being are suitably promoted through daily routines and ensuring children have healthy snacks and meals.

It is not yet good because

- The educational programme does not always offer an appropriate balance of child-led and adult-directed activities to fully engage all children's interests and allow them to develop their own ideas.
- The childminder does not ensure that all documentation is available for inspection as she records any medication administered in children's daily diaries which are taken home by their parents each day.
- Ways of working with parents to share information about children's learning are not well established so they can work together to assess children's ongoing progress.
- Children are not able to freely explore and experiment with a range of different materials and natural resources to promote their curiosity and exploratory urges.

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 children's activities and care routines in the living room, dining room and kitchen.
- The inspector held discussions with the childminder and her assistants at appropriate times throughout the inspection.
- The inspector looked at documentation, including observations, assessments, children's records and a selection of policies and procedures
- The inspector took account of the views of parents from written statements provided by the childminder.

Inspector

Nicola Kirk

Full Report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged five and six years in a house in the Rusholme area of Manchester. She uses the whole of the ground floor, the front bedroom and the rear garden for childminding purposes. The childminder works with two assistants. She visits the local shops and park on a regular basis.

There are currently three children on roll, in the early years age group who attend for a variety of part-time sessions. She operates all year round from 8am to 6pm, Monday to Friday, except for family holidays.

What the setting needs to do to improve further

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

- ensure all required documentation is easily available for inspection, this specifically relates to records of medication administered
- improve partnership with parents, by sharing children's next steps in learning and development and encourage parents to share information about children's experiences and progress at home
- ensure that planning for each area of learning includes a mixture of planned purposeful play and a balance of adult-led and child-initiated activities to allow children to explore and gain confidence in their own abilities.

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

- enhance opportunities for children to lead their own play while extending their exploratory experiences, such as by providing a range of everyday objects, such as treasure baskets for them to explore and investigate.

Inspection judgements

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

The childminder offers children a happy and calm atmosphere to play and learn. She provides a broad range of age-appropriate toys, which means that children benefit from a range of experiences that appropriately promote their learning. The childminder and assistants enjoy playing alongside the children at their level, and repeat words to extend the children's vocabulary and encourage speaking. The children enjoy moving their whole bodies to familiar music and rhymes with the childminder and her assistants, encouraging them to develop physically and develop their listening skills. The childminder has a wide selection of age-appropriate books and the childminder and her assistants share these books with the children, asking them questions about what they see in the books, encouraging them to talk and to learn about print. There are lots of bright posters on the walls and the childminder and her assistants engage children by asking them questions about the posters, this encourages them to talk. The childminder encourages children to make marks by providing resources, such as chalk boards and chalks. The childminder offers the children a structured day with a range of activities, such as dancing, drawing and playing with construction. However, planned activities are mainly adult-directed and do not allow the children many opportunities to explore activities of their own choosing. As a result, children are sometimes not fully engaged in activities as they are not always relevant to their individual interests.

The childminder and her assistants have attended training on the Early Years Foundation Stage. As a result, the childminder has a satisfactory knowledge and understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She is aware of the importance of the prime areas of learning and focuses on promoting children's communication, personal and social development and physical development. However, planned activities do not include much opportunity for children to explore and experiment with a range of material and resources, such as everyday object in treasure baskets. As a result, children's natural curiosity and exploratory urges are not fully fostered.

The childminder provides a daily diary of food and care routines, but is not currently sharing the children's next steps with the parents, to encourage them to be more involved in supporting their children's progress. Nevertheless, the childminder discusses children's interests and favourite toys with parents as a way of determining their starting points and is aware of their emerging interests. This forms a basis for her ongoing assessments of children's achievements. The childminder is able to describe the progress children have made and she is starting to track their progress, to ensure they are acquiring the necessary skills to prepare them for their next stage of learning, such as moving on to school.

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

Children have warm bonds with the childminder who provides them with a welcoming environment. The childminder understands children's needs and routines through her initial and ongoing discussions with parents. Consequently, children demonstrate they are content, feel safe and are ready to engage in their play. Children's transitions from home into the childminder's care are good, because children have a secure attachment with the childminder. Children benefit from a well-resourced clean environment and are happy to

choose from their age-appropriate and easily accessible toys. They have regular outings away from the home, including walks and trips to the park, story time at the library as well as visits to childminder groups at the local children's centre, these help them to socialise and mix with other children. These visits further support children's personal, social and emotional development and help support their transition to school.

Children have regular opportunities for outside play and benefit from lots of fresh air and physical exercise in the garden. Indoors, children have lots of space to move freely and, therefore, are able to crawl and move around easily. The children sleep according to their needs and, consequently, wake refreshed and happy. The childminder keeps parents up-to-date in relation to day-to-day practice; children's activities, nappy changes, meals and children's sleep times, through a daily diary system.

The childminder is proactive in helping children to learn about their own personal self-care. For example, children understand about the necessity for washing hands prior to eating. Snacks are healthy and sociable occasions. The childminder is aware of children's dietary needs and preferences. Overall, children are developing securely in their physical and social well-being. Children are cared for in a safe and secure environment. The childminder and her assistants supervise the children closely at all times.

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

The childminder has a satisfactory knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder and her assistants have all recently attended safeguarding and first aid training. She now has updated her safeguarding policy to include the use of cameras and mobile phones, which has been shared with parents. The childminder is aware of how to identify possible concerns about a child's welfare. She has a sound awareness of her responsibility to report any concerns to the relevant agencies. As a result, children are safeguarded while in the childminder's care.

Risks assessments are completed and available for indoors and outdoors and the childminder ensures the children are kept safe. For example, she uses safety gates to prevent children from accessing the stairs, there are locks on cupboard doors and a fire blanket is accessible. Therefore, the environment is safe and secure and children are able to settle and feel secure. The childminder has written permission for the administering of medicine to children. She records any medication administered in children's daily diaries. However, because the parents take these books home each day, there is no record of medication administered available for inspection. Retaining a record of medication administered is a requirement of the Childcare Register.

The childminder and her assistants have all attended training on the Early Years Foundation Stage; as a result, they have an adequate understanding of the prime and specific areas of development. The childminder supervises her assistants and monitors their practice. However, teaching is sometimes too adult-led to be entirely appropriate to the ages of the children attending. The childminder has made progress in meeting the

actions of the last inspection, through attending training, visiting other settings and working with the local authority development worker.

Partnerships with parents are effective in providing continuity of care, and the childminder shares a daily diary so the parents are kept up-to-date with children's daily experiences. Parents are happy with her care; "She is an excellent childminder" writes one parent. The childminder is beginning to evaluate her practice through identifying some training needs with the local authority development worker.

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:

- retain a record of any medication administered to any child cared for on the premises, including the date and circumstance and who administered it, including medication which the child is permitted to self-administer (compulsory part of the Childcare Register)
- retain a record of any medication administered to any child cared for on the premises, including the date and circumstance and who administered it, including medication which the child is permitted to self-administer (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	EY365941
Local authority	Manchester
Inspection number	892281
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	16
Number of children on roll	3
Name of provider	
Date of previous inspection	29/10/2012
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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