

<b>Inspection date</b>	19/12/2013
Previous inspection date	21/01/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 requires improvement**

- The childminder has a suitable knowledge of safeguarding procedures, which helps to protect children from possible abuse and neglect.
- The childminder finds out about children's care needs and routines before they start. Therefore, she is able to support and understand their needs when they first come to the setting.
- Through discussion the childminder demonstrates a suitable understanding of the importance of providing a warm and caring environment to enable children to be happy and content.
- The childminder has an appropriate understanding of the learning and development requirements, and the prime and specific areas of learning.

#### **It is not yet good because**

- There is scope to improve the outdoor environment further in order to build on children's physical development, their interest of the natural living world and print in the environment.
- Continuous improvement is not fully secured by a clear and successful improvement plan that supports children's achievements over time and takes into account the views of parents and 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector toured the premises used for childminding.
- The childminder discussed her provision with the inspector.
- The inspector sampled a range of documents which cover the learning and development requirements including observations and planning.
- The inspector checked evidence of suitability and qualifications of the childminder, and discussed her self-evaluation and improvement plan.

## Inspector

Lisa Maidment

## Full report

### Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two children aged two years and eight months on the east side of Manchester. The whole of the ground floor and upstairs bathroom are used for childminding purposes. There is a secure yard available for outdoor play. No children were present at the time of the inspection.

The childminder attends play groups. She visits the local shops, cafes and parks on a regular basis. She collects children from the local schools. There are currently two children on roll, one of whom is in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round from 7am to 6pm, everyday, except family holidays.

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

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

- enhance and build on children's physical development by, for example, providing a rich range of play opportunities in the outdoor area that provides even greater physical challenge for children and fosters children's interest in the natural living world and offers print in the environment.
- develop a more thorough process of self-evaluation which accurately monitors and evaluates the whole provision, by referring to current guidance, such as the evaluation schedule for inspections of registered early years provision, to identify clear targets for further development in all areas so that children continually benefit from good standards of care and learning.

## Inspection judgements

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

The childminder has adequate knowledge and understanding of how children learn through play and first-hand experiences. She provides a suitable selection of child-initiated and adult-led programmes that support their development in all areas of learning. For example, through discussion the childminder demonstrates how she would support children's language development by providing different textured materials in the sand area, and describing them with children. The childminder could describe differentiations to the activity that would benefit both older and younger children, and when to step away and enable them to play unsupported. Activities are planned around children's interests and requests. For example, the childminder explains some children have never been on a

tram, and ask if they can go. She takes them on the tram demonstrating how to purchase tickets beforehand. They talk about what they see out of the windows, which extends their knowledge of the world. Photographs show they take great delight in this experience.

The childminder has systems in place to monitor children's progress and has an adequate understanding of their development milestones, to enable her to assess their progress sufficiently. Gathering information about children from parents before they start enables the childminder to understand their needs appropriately. Through discussion, the childminder shows an understanding of working with parents to support children at home. Verbal communication takes place weekly between the childminder and parents, and with evidence from the accessible assessment files, the childminder keeps parents informed of their children's achievements. This allows them to be part of their child's ongoing learning.

Children are provided with access to a small range of toys and resources in the home, which are age and stage appropriate. The childminder demonstrates through photographs how children access resources independently. The indoor environment is spacious and warm, and encourages children to play safely and securely. This helps them to acquire the necessary skills in order to support the prime areas of learning for each child, ready for their next stage of learning. However, further improvement is needed to enhance the outdoor provision to fully support the learning environment to give greater challenge. There are very few toys in this area and no print in the environment to extend children's literacy skills. There are no natural resources in the outdoor provision to build on their understanding of the world.

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

The childminder considers safety to be a priority, which supports children's well-being. She records details of all children in her care, such as their names and addresses along with parental responsibility, emergency contact numbers and dietary requirements. She ensures that children are familiar with the emergency evacuation procedure as documentation shows she practises this with them monthly. She has a first aid box on her premises in order for her to deal with any accidents and records these appropriately. The childminder has a current up to date first aid certificate and public liability insurance. As a result, children's well-being and safety is generally good.

Through discussion, the childminder demonstrates that she provides healthy, homemade meals and snacks for children. These include fresh fruit and vegetables, which encourage children to be healthy. She takes children on walks to the park where they can access large physical apparatus in order for them to climb, swing and slide. Photographs show they enjoy kicking leaves and being in the outdoors. This encourages children to develop their physical skills in these areas. The childminder discusses with children how to keep safe when on outings with regard to 'stranger danger'. She demonstrates how to cross the road and look out for other dangers in the outdoor environment. The childminder gathers written consent to take children on outings. This confirms she is working in partnership with parents and ensures their ongoing support in keeping children safe.

The childminder has written risk assessments and weekly checklists of her provision to

ensure it is safe for children to play and explore in. She uses an appropriate area of the home, which allows children to rest or sleep if required. Through discussion, the childminder was able to demonstrate she has some basic understanding of supporting children's transitions into school and other settings when required. For example, she encourages children's independence by ensuring they can put their coat and shoes on and actively supports their literacy skills by working with them to write their name and numbers. This helps them progress towards the early learning goals.

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

The childminder has an appropriate understanding of her responsibility to safeguard children in her care. She takes steps to protect children and has attended safeguarding training. Through documentation and discussion, the childminder could demonstrate she has the basic understanding of the possible indicators of abuse and what procedures she should follow if she has a concern about a child in her care. She demonstrates she is aware of the requirement to notify Ofsted of any changes in her own circumstances and provision, or if any person aged over 16 comes to live or work on the premises. As a result, children in her care are kept safe from harm.

The childminder has a suitable understanding of the learning and development requirements of the Early Years Foundation Stage. She plans activities and experiences that cover the seven areas of learning and has taken steps to address the previous actions and recommendations from her last inspection. Through discussion and documentation, it is clear that the childminder has appropriate knowledge of the welfare requirements and also meets the requirements of the Childcare Register.

The childminder has begun to reflect on her provision. Since her last inspection, she has worked in partnership with a local authority quality assurance officer to improve her childcare. Through discussion, the childminder was able to give instances of improvement. For example, she now uses a learning journal to demonstrate children's learning and development. However, there is still further scope to evaluate her practice by taking into account the views of parents and children in her care. The childminder also accesses the local sure start centre where she meets with other childminders to share good practice. She shows some understanding of the advantages of liaising with teachers and other practitioners to improve and support the transitions of children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY449484
<b>Local authority</b>	Manchester
<b>Inspection number</b>	912046
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21/01/2013
<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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