

Inspection date

Previous inspection date

19/02/2014

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 requires improvement

- The childminder teaches children about different cultures and to respect and value the similarities and differences between people.
- The childminder establishes close, emotional attachments with children in a welcoming and caring environment. Consequently, they feel safe and develop a strong sense of security and belonging.
- 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 well and minimises these so that children can learn and play in a safe environment.

It is not yet good because

- The childminder does not always use information from observations to plan activities and resources to meet children's individual interests or developmental needs. This means that some children are not fully engaged in purposeful and challenging experiences which has an impact on their ability to make the best possible progress.
- The childminder mainly uses closed questions during children's play and interactions, which does not effectively promote their communication and language development or creative thinking skills.
- Self-evaluation is not rigorous enough to fully monitor the quality of the childminder's practice or effectively identify areas for development that will improve learning opportunities 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 children's activities in the main lounge.
- The inspector held discussions with the childminder and talked to children 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.
- The inspector checked evidence of the suitability of the childminder and discussed the self-evaluation process.
- The inspector took account of the views of parents from written feedback questionnaires.

Inspector

Julie Kelly

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and four children, aged two, eight, 11 and 13 years in the Beswick area of Manchester, close to shops, school and public transport links. The whole of the ground floor is used for childminding purposes and there is an enclosed rear garden available for outdoor play.

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

There are currently five children on roll, all of whom are within the early years age group and attend for a variety of sessions. The childminder provides care from Monday to Friday, all year round with the exception of personal and public holidays.

What the setting needs to do to improve further

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

- use information from observation to plan a wide range of interesting activities and resources to ensure that all children are fully engaged in purposeful and challenging experiences that meet their individual learning and developmental needs
- improve the educational programme for communication and language, by using open-ended questions and providing a running commentary to describe what children are doing.

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

- ensure self-evaluation is more rigorous in order to identify and target areas for development and to improve children's learning.

Inspection judgements

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

The childminder has a sound knowledge of the seven areas of learning and provides a range of appropriate activities that help children to make steady progress towards the

early learning goals. She observes children to find out about their current and future learning needs. The childminder assesses children's ongoing development based on their starting points gathered from information from parents, followed by further observations. However, this information is not consistently used to plan activities or provide resources that consistently match children's individual interests or developmental needs. This results in some children not being fully engaged in meaningful learning experiences. For example, as older children participate in a painting activity, babies aimlessly wander around the environment, looking for resources that interest them. The childminder works closely with parents to ensure that she has information about children's learning on entry. She keeps them informed about their children's progress by sharing their learning records. The childminder discusses children's progress with parents and suggests simple activities that can do with their children to support their children's learning at home.

Children develop mathematical skills as they count as they build towers with bricks. The childminder role models mathematical language, such as 'big' and 'small' to develop their understanding of the concept of size. She teaches children about different cultures by providing multicultural resources and displaying posters and signs that make children aware of different scripts. As a result, children learn to respect and value the similarities and differences between people. For example, children demonstrate their learning as they wrap blankets and sheets around their bodies and carry soft toys on their backs that they pretend are babies.

The childminder helps promote children's personal, social and emotional skills as she teaches them to take turns and share resources. Regular visits to local groups and the children's centre help children learn to socialise with other adults and children, away from the childminder's home. In addition, these experiences support children to develop confidence in new situations. The childminder talks to children during play and daily routines to support their communication and language skills. However, she tends to ask children closed questions, such as 'What colour is it?' and 'How many are there?' which means that children do not have opportunities to think creatively or further extend their communication and language skills. The childminder provides children with opportunities to develop their large muscle control and coordination as they use climbing equipment, practise ball skills and use the slide in the garden. As a result, children are appropriately prepared for their future learning and eventually school. The childminder has close links with other early years providers which some children also attend. This means that they are provided with consistency and continuity of care and learning.

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

The childminder is nurturing and sensitive and supports children to develop secure, emotional attachments. This provides a firm base to promote their personal, social and emotional development. Children are happy and enjoy their time with the childminder. They respond to the positive interaction from her as she praises their achievements. The childminder is consistent in the way that she approaches behaviour management. As a result, children develop their self-esteem; feel good about what they do and begin to understand the boundaries of appropriate behaviour. Children settle well because the

childminder finds out about their likes and dislikes and individual care routines from parents.

Babies develop their self-care skills as they learn to feed themselves with a spoon and cooperate with tasks, such as nappy changing. The childminder recognises when they are tired, hungry or need their personal needs attending to and responds quickly to ensure children remain comfortable and content. Children are confident to seek out the reassurance and comfort of the childminder if they are upset or need help with tasks. Their behaviour demonstrates that they feel safe and secure with the childminder. For example, they interact with unfamiliar persons, knowing that there is a trusted adult close by. Older children are supported to manage their own care needs, such as independently using the bathroom in readiness for school or any future transitions.

The childminder promotes children's awareness of appropriate hygiene routines through role modelling of good practice and the consistent implementation of policies and procedures. She talks to the children about washing their hands before eating and after creative activities. The childminder teaches children about safety rules within the home. For example, she helps children to understand the reasons for not climbing on the furniture and gently encourages them to play elsewhere. Children begin to learn about the importance of a healthy lifestyle because the childminder provides healthy and nutritious snacks and freshly prepared home-made meals. Through discussion she actively encourages them to try new foods and textures. Daily access to outdoor play and regular walks within the local community means that children benefit from fresh air and exercise.

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

The childminder meets all safeguarding and welfare requirements, such as keeping records of children's details and holding a current first-aid certificate. Safeguarding policies and procedures are in place and the childminder is aware of her roles and responsibilities in protecting children from harm. The childminder has undertaken safeguarding training and is fully aware of signs and symptoms of abuse and what to do and who to contact in the event of a child protection 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 promoted well.

The childminder monitors planning and observations to ensure that children are offered a range of activities and experiences across all areas of learning. However, planning for children's individual needs, interests and, age and stage of development is not always evident in practice. Appropriate systems are in place for monitoring children's progress which means that she can identify and address any gaps in their learning. The childminder completes a self-evaluation form and seeks the views of parents through written questionnaires. She talks to parents on a daily basis to find out their views about her practice and the activities and experiences she provides. The childminder acts on advice from the local authority development worker and attends a network childminding group to gather information to develop her knowledge and skills. However, the process for self-

evaluation is not yet rigorous enough to fully monitor the quality of the childminder's practice or effectively identify areas for development that will improve learning opportunities for children.

The childminder has positive relationships with parents and shares information about children's routines and daily activities they have completed. She fully understands the importance of partnership working and has formed links with other early years providers that some children also attend. This means that children benefit from consistency of care and learning and has a significant impact on meeting their needs. Written statements show that parents are happy with the care their children receive and the service the childminder provides. Parents comment that children settle well and form close relationships with the childminder and each other.

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	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

Unique reference number	EY464442
Local authority	Manchester
Inspection number	933298
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	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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