

Inspection date

Previous inspection date

03/02/2014

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

- Children are learning about being independent and being aware of taking informed risks in their play.
- Children are aware of the importance of a healthy lifestyle. They enjoy growing and cooking fresh fruit and vegetables.
- There are appropriate partnership with parents. This ensures that children are prepared for their next steps in learning.
- The childminder provides a warm and welcoming environment, which ensures all children feel safe and form positive relationships with each other and with the childminder. The childminder conducts risk assessments to ensure they remain safe.

It is not yet good because

- A record of the names of children being cared for and their hours of attendance is not held for every child, to ensure attendance can be monitored and children remain safe. This is a partial breach of the legal requirements for the Early Years Register and Childcare Register.
- The childminder does not provide babies with a range of everyday objects that they are able to explore and investigate using all their senses, particularly mouthing.

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 in their play and in their interactions with childminder.
- The inspector spoke with the childminder about how she assesses safety in her environment and how she evaluates her provision of care.
- The inspector looked at documents, policies and checked evidence of suitability and qualifications of the childminder.
- The inspector engaged in conversation with the childminder and children present at inspection.

Inspector

Nicola Kirk

Full report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged six and eight years in a house in the Didsbury area of Manchester. The whole of the ground floor and the rear garden are used for childminding. The family has a pet dog, two chickens and a guinea pig. The childminder attends a toddler group and activities at the local library. She visits the shops and park on a regular basis. She collects children from the local schools. There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- ensure that a daily record is held of the names of children looked after on the premises and their hours of attendance and retain them for a period of two years.

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

- improve the available resources for babies to explore, by providing a range of resources and everyday objects that are made of a variety of materials, to enable them to use all their senses when playing, particularly mouthing.

Inspection judgements

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

The childminder has an adequate understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She observes children and takes photographs of children playing; she shares these with parents via email. The childminder assesses children's achievements and this gives her a satisfactory overview of each child's developmental stage. She uses this knowledge to plan activities to support areas where they need further support. For example, she plans fun games to encourage children to walk. Children's communication and language skills are promoted. The childminder encourages babies to talk through repeating the noises they make. She extends children's vocabulary while they are playing by providing a commentary of what they are doing and asking open-ended questions to encourage children to talk. For example, 'What could we make with the blocks?' Children enjoy sharing books with her, dressing-up and engaging in imaginative play. The childminder

encourages children to count and compare the size and shape of bricks and blocks, while playing with them. This helps children to begin to understand and learn about numbers and mathematical concepts.

The childminder visits groups throughout the week where children can play with other children and have access to a wider range of resources. Attending these groups helps children to gain some of the skills they will need when they move into school. The childminder supports them to take turns and share while they are playing. As a result, they play well together. This all supports children in making progress in personal and emotional development. Children have direct access to a large garden, where they have lots of opportunities to run around, play on the climbing frame and dig in the sand pit. This enables children to make progress in physical development. Children who speak additional languages are supported. The childminder learns key phrases and words in other languages, which she uses to enhance their play. For example, she uses the French words for colours when describing their rockets.

Babies are supported through a range of resources that they are able to access independently. They have toys that they are able to use to support them in learning to walk. There are a selection of electronic cause and effect toys that babies are able to explore. However, they are not able to explore a variety of everyday objects made from different materials. This means they do not have the opportunity to explore using all their senses, particularly mouthing. The childminder shares information with parents verbally at the end of each day. She also uses text messages to update them throughout the day. The childminder collects information from parents about what children like to do, routines and their starting points in an 'All about me' document when children first start. Therefore, the childminder is able to establish their starting points and ensure they make progress through planning activities that meet their needs.

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

The childminder provides a setting, which is warm and welcoming. Children develop friendships with other children and attachments with the childminder. They come to her for cuddles and reassurance. Children are very polite and take turns when they are playing. This is because the childminder reminds children about acceptable behaviour, including using manners and sharing. The environment is safe and adequately resourced. Toys and play equipment are freely accessible to children. Children move around her home confidently and make choices in what they want to play with. This supports them to be confident and become more independent. Children are reminded of how to stay safe when they are walking to and from school and playing on the equipment in the garden.

Children are gaining a broad understanding of the importance of healthy lifestyles. Children are involved in planting seeds and growing fruit and vegetables in the vegetable patch in the garden. They regularly bake cakes and use the food they have grown to make meals. The childminder provides a range of healthy meals and snacks. She talks to children about the importance of a healthy lifestyle and encourages children to wash their hands before mealtimes. Mealtimes are sociable occasions and the childminder sits at the

table with children. She encourages them to talk about their day. Children are encouraged to be independent, as they are involved in helping to prepare snacks. Babies are encouraged to feed themselves with spoons. Children's self-esteem is promoted as the childminder praises children frequently. The childminder liaises with parents when their children first start to ensure she provides a routine that meets the needs of the individual children.

The childminder supports children to make the transition into school by talking and reading books to children about what to expect in their new setting. The childminder and children regularly visit the local school. This ensures that children are familiar with the school environment and helps to emotionally prepare them for their transition. The childminder records details of all children in her care, such as their names and addresses, along with parental responsibility, emergency contact numbers and dietary needs. However, at the time of inspection she did not hold the dates and times that children have attended. This is a partial breach of requirements of the Early Years Register and Childcare Register.

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. The childminder has a safeguarding policy and an understanding of the indicators of abuse and what procedures she should follow if she has a concern about a child in her care. This inspection was brought forward as the childminder did not notify Ofsted of a previous change in her own circumstances. This did not impact on the safety of children and she now demonstrates she is fully aware of the requirement to notify Ofsted of any changes in her own circumstances and provision. As a result, children in her care are kept safe from harm. The childminder carries out risk assessments of her home and of outings that she and children go on. She takes steps to minimise the risks identified. For example, children are not left unattended with the family dog. Children are involved in fire evacuation drills, which ensure they understand what they would need to do in the event of a real emergency. The childminder did not hold a record of the dates and times that children have attended, at the time of inspection. This is a partial breach of the requirements of the Early Years Register and Childcare Register.

The childminder monitors children's achievements so she has a broad overview of each child. The childminder has completed a qualification in childminding, as well as being a qualified teaching assistant. This gives her an adequate knowledge of child development. She attends training when it becomes available to improve her skills and she aspires to improve. The childminder collects the views of parents verbally and uses this to identify areas for improvement.

Partnerships with parents and other agencies are developing. The childminder provides regular feedback to parents and suggests ways they can support children's learning at

home. The childminder has worked with other agencies to ensure children are receiving a consistent approach.

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 a daily record is held of the names of children looked after on the premises and their hours of attendance and retain them for a period of two years (compulsory part of the Childcare Register)
- ensure that a daily record is held of the names of children looked after on the premises and their hours of attendance and retain them for a period of two years(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	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	EY440826
Local authority	Manchester
Inspection number	953230
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	3
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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