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| Inspection date | 25/04/2014 |
| Previous inspection date | 14/10/2009 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | 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 | | 2 |
| 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 have opportunities to make suitable progress in this setting because the childminder has an adequate understanding of how to teach children and of the prime and specific areas of learning.
- The childminder forms good relationships with children, which helps them to develop secure emotional attachments and promotes their well-being and independence.
- The childminder builds positive relationships with parents and keeps them informed and involved in their children's care.

It is not yet good because

- The childminder does not maintain all the required documentation including a register of attendance for all children. This means that she is unable to ensure children are adequately safeguarded from harm.
- There are fewer opportunities in the outdoor environment to build on children's natural curiosity, their interest of the living world and their understanding of print and numbers.
- Children cannot easily see what toys are available, which reduces their ability to make independent choices.

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 toured the whole of the ground floor area used for childminding. She observed activities in the childminder's home and the interaction and learning between the childminder and the children.

- The inspector checked evidence of the suitability and qualifications of the childminder, and her self-evaluation and improvement plan. The childminder took into account the written feedback from parents.

- The inspector sampled a range of documents which cover the learning and development requirements including observations, planning and assessments. She also viewed emergency contact information, enrolment forms and written risk assessments.

Inspector

Lisa Maidment

Full report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and four children aged 17, 15, 11 and nine years in the Moss Side area of Manchester. The whole of the ground floor and the rear garden is used for childminding. The childminder attends toddler groups, uses local parks and visits local shops on a regular basis. She collects children from local schools and pre-schools. There are currently four children on roll; all of whom are in the early years age group and attend for a variety of sessions. The childminding service is available all year round, from 8am to 8pm, and children attend Monday to Friday, except bank holidays and family holidays. The childminder receives funding for the provision of free early education for children aged two years. The childminder 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 a written daily record of the names of the children being cared for on the premises and their hours of attendance is kept at all times.

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

- enhance and build on children's natural curiosity, for example, by providing a rich range of play opportunities in the outdoor area that foster children's interest in the natural living world, and print and numbers in the environment
- strengthen opportunities for children to choose their activities, what they want to do and how they will do it, for example, by making toys and resources more accessible.

Inspection judgements

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

Children make suitable progress in this setting because the childminder has an understanding of how to teach children to become ready for school. The childminder has an adequate knowledge of the prime and specific areas of learning, and children have opportunities which are broadly based around their interests. For example, children enjoy playing in the sandpit in the garden and building castles. The childminder encourages communication and language skills by using words, such as 'fill up' and 'dig deep' to describe their play. She talks about numbers to promote numeracy. Children have

opportunities to explore capacity and how much sand fills a bucket before it overflows. They take great pleasure as more castles are built and squeal with delight when they knock them down. The childminder enables children to develop their senses, concentration, listening and physical skills through various activities she plans. She supports children to have a go when climbing up steps on a ladder and teaches them how to swing. She role models what they can do and encourages children to take part in activities, which are fun and stimulating. As a result, children remain focused and interested, which helps them acquire the skills ready for their next stage of learning.

The childminder uses observations to inform her planning. She gathers useful information about children from parents at the start of the childminding arrangement to help them settle in her setting. She identifies areas where children achieve in their development and plans activities to encourage them individually. The childminder recognises areas where children are not secure in their learning and provides activities to support them. The childminder's understanding of how to more accurately track children's learning to enable them to progress towards the early learning goals is developing. The childminder understands how to complete the progress check at age two to show children's progress and identify any gaps in learning. The childminder respects the uniqueness of each child and understands that children progress at their own pace. As a result, children are working within the typical range of development expected for their age and make steady progress towards the early learning goals.

The childminder provides a home which is spacious and warm, and children move around easily and confidently. The childminder provides resources which are of good quality. However, sometimes they get mixed up and it is not always easy for children to see everything that is available on the shelves. This reduces opportunities for children to make choices independently and can frustrate children when trying to find certain toys. The childminder has an outdoor play area where children access large apparatus. They climb up ladders to access the playhouse and slide down when they have finished. Children bounce on the trampoline and the childminder demonstrates how they can stay safe, closing the net securely beforehand. Children are encouraged to push each other on the swings, taking it in turns to have a go. This promotes sharing and the childminder makes sure children remain safe in the outdoor area. However, the garden does not provide children with opportunities to experience a rich learning environment. For example, there is not enough print in the outdoors to encourage literacy skills, or numbers to promote numeracy. Furthermore, there are also fewer opportunities for children to enhance their natural curiosity in relation to nature and to investigate natural resources further.

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

Children feel comfortable with the childminder. This is because she promotes their self-esteem and confidence. She encourages children to achieve and uses positive words and cuddles. The children come to her for reassurance when they feel unsure or sad and the childminder promotes their happiness when talking about things she knows they enjoy. For example, when reading a story, the childminder ensures that children are comfortable and encourages them to be near her so they can enjoy the book together. She discusses children's feelings with them making sure they are happy. The childminder talks with

parents about how change is supported in the transition to school. This promotes children's emotional well-being ready for their next stage of learning.

The childminder encourages healthy eating and lifestyles. She promotes good manners at the table when eating snacks and food. The childminder encourages children to try out new flavours and textures, often asking children to describe what they are eating. The childminder provides food, which is home-made and water is available throughout the day. Fresh fruit and vegetables are included with every meal and snack, to promote food which is wholesome and nourishing. The childminder encourages children to eat their food 'to grow big strong muscles' and talks with them about how they can be healthy. Behaviour is good as the childminder quickly placates any negative conduct. The childminder has a good relationship with parents and follows their care routines carefully. For example, she follows parents' wishes by not allowing some children to sleep for too long. Consequently, children's well-being is promoted.

The childminder takes children to the local children's centres and libraries where they have opportunities to take part in physical play and meet with other children. In the home environment, children have opportunities to be outside in the fresh air to engage in physical play. The childminder encourages children to take risks when accessing the garden to develop an understanding of safety. For example, children are heard to be saying 'make sure you're careful' when climbing to access the playhouse, to remind other children to stay safe. This promotes their physical skills and encourages them to learn how to safely manoeuvre around large equipment. The childminder makes sure her house is secure by keeping her doors locked. This ensures that no one can enter or leave the premises without her knowledge. Therefore, children are able to take small risks while being in a safe environment.

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

The childminder mostly has policies and procedures in place to keep children safe from harm. She understands the procedures needed if she feels a child is at risk. She ensures that all children aged over 16 living in her home have suitability checks and understands what to do if she feels a child needs protecting. The childminder has up-to-date safeguarding training and holds a current paediatric first-aid certificate. Children explain the procedures they follow during the periodical fire drills they practise. All actions from previous inspections have been met. For example, the childminder now has basic written risk assessments which highlight the possible dangers in her home and when out on routine visits, and takes steps to eliminate these risks appropriately. However, the childminder does not keep a regular record of the hours of attendance for each child in her setting. This is a breach of the welfare requirements of the Early Years Foundation Stage and also of requirements for the Childcare Register.

The childminder has an adequate understanding of the learning and development requirements of the Early Years Foundation Stage. She uses observations and assessments to track children's learning and her understanding of how to track children more accurately is developing. The childminder evaluates her practice and attends

training, which she identifies is relevant to her to develop a better understanding of how children learn. She receives support from a local authority quality adviser. The childminder meets with other professionals when she attends local children's centres to exchange good practice, and has found this to be invaluable to improve her knowledge of children's play and development. As a result, children have appropriate opportunities to play in order for them to develop their learning and become inquisitive in their understanding. This helps them to become ready for school.

The childminder understands and knows how to access support agencies in her local area. She can identify specific teams and look to them for help if needed. She has knowledge of working with social workers and other agencies that can help children make progress. The childminder understands the processes involved to refer children who she feels are in need of support. The childminder understands the importance of working with other settings children attend to promote continuity in their learning. She finds out what children are doing in school so that she can complement these experiences when the children are in her care. The childminder has sound relationships with parents. They discuss and share information about their children and work sufficiently together to meet children's needs.

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:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (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 | EY388803 |
| Local authority | Manchester |
| Inspection number | 965965 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Name of provider | |
| Date of previous inspection | 14/10/2009 |
| 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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