

Inspection date

04/06/2014

Previous inspection date

26/03/2009

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

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

4

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

4

The quality and standards of the early years provision

This provision is inadequate

- The childminder does not securely manage her provision, which results in breaches of legal requirements which have a negative impact on children's safety and learning.
- Attention to maintaining required records lacks organisation. As a result, the childminder is unable to demonstrate that all adults associated with the household have been suitably vetted. Records of attendance lack required detail and suggest that, on occasion, she has cared for more children than the legal requirements allow. Furthermore, records of minor accidents are not always kept.
- The childminder does not consistently organise the premises and resources to fully meet children's needs. She cannot demonstrate that there is always sufficient space for the numbers of children being cared for, that children can always move around safely and that she consistently organises her equipment to support children's progress.
- The childminder is not securely monitoring the programme of activities she offers or the progress children make. This means she cannot be sure that there are no gaps in the provision for teaching and learning.

It has the following strengths

- Children develop relaxed relationships with the childminder and each other due to the nurturing care received and some valuable opportunities to play and learn together.
- The childminder develops some long-standing relationships with parents which support continuity in children's care.

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 areas of the premises used for childminding and observed activities in the lounge.
- The inspector spoke with the childminder and discussed the management of her provision, observations of children's activities and their learning.
- The inspector looked at a selection of documents, including operational and children's records, and discussed the childminder's self-evaluation.
- The inspector checked for evidence of the suitability of the childminder and household members, and required training certificates.

Inspector

Angela Rowley

Full report

Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult child and two children aged two and 11 years in the Baguley area of Wythenshawe, Manchester. The whole ground floor of the house, the first floor bathroom and the rear garden are used for childminding. The family has a dog. The childminder attends stay and play groups with the children. She collects children from the local schools and pre-schools. There are currently eight children on roll, of whom four are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am 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 all requested documentation is returned to Ofsted so that accurate information is held and relevant checks of household members can be undertaken
- ensure that the numbers of children attending at any one time do not exceed the maximum numbers allowed in the Early Years Foundation Stage and that any care provided for older children does not adversely affect the care of children receiving early years provision
- keep an accurate daily record of the names of children looked after and their hours of attendance
- keep a written record of accidents or injuries and first-aid treatment
- improve the organisation of space and equipment to ensure that sufficient space is available for the number of children present, the risk assessment is effectively implemented, and suitable equipment is consistently provided to fully meet children's individual needs
- use ongoing assessment as an integral part of the management of the learning and development process, observing children to understand their precise levels of achievement and the progress they make, and more carefully planning a programme of activities that will support each child's progression through the Early Years Foundation Stage in a broad and balanced way.

Inspection judgements

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

In practice, the childminder uses her knowledge and experience of how children learn to provide interesting experiences and opportunities for learning through play. As a result, children enjoy their time in the setting and are well motivated. The childminder instinctively uses what she observes and knows about the children to plan how to support them to achieve the next steps in their learning and development. For example, she makes a point of providing toys for babies that are just out of reach to motivate their developing moving skills. Additionally, when she notices an older child's interest in writing, she provides alphabet jigsaws to support their early understanding of letters and sounds. However, planning is not always consistently implemented. For example, the childminder plans to support babies to self-feed and encourages them to hold their own cutlery. However, she does not always make the best use of available equipment to support her planning. As a result, during mealtimes babies are seated in chairs that do not support them to properly reach the table and which enable them to continually leave the table when they are distracted by toys. The childminder attempts to match up what she notices children can do to an assessment tracker, although she struggles to use this as an effective tool to demonstrate that children are making good progress across the seven areas of learning because her assessment of levels of attainment is not always precise and learning objectives are narrow.

The childminder provides children with an interesting learning environment. They are motivated to follow their own ideas and thinking because they can access toys of their choice from open storage units. Toy boxes are labelled, which supports children's independence and very early understanding that labels carry meaning. The childminder provides useful resources to support their independent play. For example, all children enjoy role play; babies show interest in making sounds with the metal objects in the role-play kitchen, while older children use toy boxes and blankets to make beds for their dolls. The childminder enhances child-initiated play with additional activities. She makes good use of the garden to provide exploratory play opportunities, such as making marks in a cornflour and water mix, shaving foam or painting patterns on pebbles. She provides regular outings into the community, including attendance at stay and play groups, which supports children's social skills. Using her experience and understanding of how children learn, she uses play to spontaneously comment and remind children of outings they have experienced, thus challenging their thinking. For example, she talks about a recent outing as children make felt picture designs using animal shapes. She questions appropriately about the ducks they saw and the sounds they made. She also comments and questions in play, supporting children to recognise and name colours on their jigsaw puzzle. Consequently, children are developing the basic skills they need in readiness for school.

The childminder uses a gradual admission procedure to induct parents and children into the setting. This gives her time to find out about children's needs before the start of the placement. She is beginning to make more use of what parents and carers know about their child's learning and development at the start, and has recently introduced a more detailed admission questionnaire to support this. Regular verbal exchanges of information

help her keep parents informed of children's progress, and some useful information, including plans for activities, is displayed to keep parents adequately informed of how the setting operates. The childminder has yet to implement the progress check for children between the ages of two and three years. However, she is aware of the requirement to complete this when the time comes.

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

There are weaknesses in the management of the provision which have led to breaches in the safeguarding and welfare requirements of the Early Years Foundation Stage, and this has an impact on children's safety and well-being. While the childminder is vigilant with regard to safety, a lack of organisation means there are avoidable risks in the home, such as items stored on the stairs. Some planned safety measures are ineffective, for example, children can open safety gates. Some of the areas planned for childminding use are cluttered and prevent easy access to space and equipment. At times when large numbers of children are present after school, this has an impact on the space available for children in the early years age range. In other ways children learn about how to stay safe and how to behave in safe ways. For example, they routinely take part in emergency evacuation drills and they mostly comply with consistent routines, such as sitting together to eat at the table. Routines help children understand what is expected of them and, as a result, they demonstrate that they feel secure and they behave well. Babies, for example, settle to sleep as soon as they are placed in their pram.

The childminder provides a welcoming environment for children. They enter the home to see toys freely accessible and posters and their artwork displayed. Children settle well due to an effective gradual admission process. Time is taken to obtain useful information from parents about children's care needs, home practices and routines. As a result, the childminder is able to identify the non-verbal cues of young babies, indicating tiredness, and she is quick to respond. She dedicates her time to the children and she provides nurturing, individual attention. As a result, babies are relaxed and settle on her knee, and older children offer the childminder smiles and conversation. They keenly approach her with items of interest to play. This demonstrates how the childminder has effectively fostered secure attachments and thus promoted aspects of their emotional well-being.

Children maintain a healthy lifestyle through regular exercise, such as during play with large equipment in the garden. Babies practice their movement when they push items around the play space and cruise around low-level furniture. Children benefit from fresh air and exercise during planned outings, for example, to see the ducks. The childminder asks about children's health needs at the start. She has a suitable understanding of required record-keeping procedures in relation to medicines and accidents, and she explains how she always keeps parents informed. However, records of minor accidents are not always kept, which is a breach of a legal requirement. Meals cooked by the childminder are nutritious. They help themselves to drinks when they are thirsty as their cups are kept accessible. Their personal and social skills are enhanced through attendance at stay and play sessions, where children join in group activities and interact with other children. Attendance at such groups helps them develop some of the social skills they need to support their move to school or nursery when the time comes.

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

The childminder's monitoring of her provision is not effective in ensuring that the requirements of the Early Years Foundation Stage are met. In addition, some requirements for the Childcare Register are not fully met and this has an impact on both the well-being and the learning and development of some children. The childminder does not securely organise and manage some aspects of her provision. Records of children's attendance indicate that the childminder has, on occasion, cared for more children than the requirements allow. There are no hours of attendance recorded, and this means that she cannot demonstrate which of the children were present at any one time. This is also a breach of the requirements for the compulsory part of the Childcare Register. Furthermore, when the record indicates that the childminder has responsibility for up to 12 children in total after school, she is unable to demonstrate how she provides sufficient space on her premises to meet the needs of the number of children attending. The childminder has a clear understanding of her role in safeguarding children through child protection procedures, including acting on concerns both about children and in relation to professional abuse. She has attended safeguarding training and she has implemented clear policies. The childminder keeps her home secure to prevent unauthorised entrance. She has kept Ofsted informed of changes, as she is required to, for example, she informed Ofsted when she married. However, she has not ensured Ofsted has been provided with the necessary information to enable them to hold accurate information on all household members and to undertake Disclosure and Barring Service checks.

The childminder makes some improvements to her provision as she ensures she updates required training, such as in first aid. She addresses identified areas for improvement. For example, since the last inspection she has provided treasure baskets for babies to explore and investigate and she has taken steps to make the wheeled office chair on the landing safer. She continually audits her toys and since the last inspection she has improved children's access to them by providing storage at children's level. This demonstrates that the childminder is motivated to provide a service that meets children's needs. Through reflection she recently identified that her systems to monitor children's development and the planning to support their progress were not effectively helping her identify gaps in children's attainment or in the learning opportunities she provides. She has very recently introduced changes, although these are not yet well embedded and, as a result, the childminder is unable to effectively track children's progress across all areas of learning and make sure she provides a broad and balanced educational programme.

The childminder is clearly aware of the benefits of working with others to support children's continuity of care and learning. Parents are provided with some useful information about the way she works through the provision of some documented policies and displayed information. Through verbal exchanges, parents receive information about their children's care and daily activities. The childminder works with them to resolve minor concerns and to make sure the service provided takes account of and respects their views. As a result of the relationships developed, some parents return to use her service.

following a break or for younger siblings. This provides continuity for children and their families.

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, and retain them for a period of two years (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, 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	500508
Local authority	Manchester
Inspection number	972967
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	26/03/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

