

**Inspection date**

24/09/2014

Previous inspection date

01/12/2009

**The quality and standards of the early years provision**

**This inspection:**

4

Previous inspection:

3

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

4

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 has a poor understanding of adult-led and child-initiated learning. Consequently, she over directs children's play and learning too frequently. Arrangements to complement learning from home to the setting are not successfully embedded in the childminder's practice.
- The childminder has an inadequate understanding of the learning and development requirements of the Early Years Foundation Stage. Planning systems do not provide children with activities of sufficient interest and challenge. The monitoring of children's learning is weak and opportunities to narrow the attainment gap is missed.
- The childminder has a poor knowledge of how to effectively safeguard children. She is unaware of the signs, symptoms and possible indicators of abuse. Her safeguarding policy does not include the use of mobile phones and cameras.
- Systems to identify and monitor the quality of teaching is poor. Opportunities to provide comprehensive support, coaching and continuous professional development to herself and her assistant are not in place.
- The childminder does not have a sufficient knowledge and understanding of how to implement the progress check completed for children between the ages of two and three years. Self-evaluative practice is weak and lacks rigour to bring about change.

**It has the following strengths**

- The childminder has formed adequate bonds with the children in her 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 conducted a tour of the premises with the childminder.
- The inspector spoke to the childminder and her assistant at appropriate times throughout the inspection and discussed children's learning and development.
- The inspector checked evidence of the suitability of the childminder, her assistant and any person living on the premises.
- The inspector looked at a selection of documents, including public liability insurance, parental contracts, accident records and a number of policies and procedures.

## Inspector

Luke Heaney

## **Full report**

### **Information about the setting**

The childminder was registered in 2008 and is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives with her two adult children in the Miles Platting area of Manchester, close to shops, schools and public transport links. The childminder occasionally has the support from an assistant. The whole of the ground floor, bathroom and the rear garden are used for childminding. There are currently two children on roll, of whom both are in the early years age group and attend for a variety of sessions. The childminder holds a relevant childminding qualification. She takes children to, and collects them from, the local primary school. The childminder provides care each week day, all year round from 7.30am until 6pm, except bank holidays and family holidays. 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 the childminder has a secure knowledge and understanding of all safeguarding practices and is able to identify the signs, symptoms and possible indicators of abuse and knows the referral procedure well
- ensure the safeguarding policy includes a statement about the use of mobile phones and cameras
- ensure the childminder gains a secure understanding of the learning and development requirements of the Early Years Foundation Stage, in order to provide children with personalised and challenging educational programmes
- ensure the childminder has a secure knowledge and understanding of how to successfully achieve a correct balance between child-initiated and adult-led learning
- ensure precise and regular assessments are implemented on all children, monitoring individual progress and putting timely interventions and support in place to narrow the attainment gap for all children
- ensure the progress check completed for children between the ages of two and three is effectively implemented and includes the views of parents and other professional involved in the child's care, learning and development.

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

- enhance the programme for professional development by seeking and providing tailored support, coaching and training that will improve professional practice for the childminder and her assistant
- increase the opportunities for parents to contribute information about what children do at home and use this shared knowledge to plan together and think through ideas of how to move the child forward in their learning
- extend self-evaluation through careful monitoring and analysis of the quality of the care, learning and development on offer, and identify targets for improvement that will raise children's achievements over time.

## Inspection judgements

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

The childminder has a poor knowledge and understanding of the Early Years Foundation Stage. She has limited understanding of the areas of learning and does not know how to successfully promote the characteristics of effective learning. The childminder sets out activities which provide children with some interest, such as musical instruments, cause and effect toys and push along cars. Planning and observation systems are in their infancy and do not provide a sharp focus on children's individual needs, interest and level of challenge needed. Consequently, learning does not motivate and enthuse children and they display low-levels of concentration and quickly become disengaged in activities presented to them. The childminder has a poor understanding of how to effectively implement the progress check completed for children between the ages of two and three years. As a result, opportunities to provide young children with early support, enriched experiences and clear next steps in the prime areas of learning are not always identified as quickly as they could be. Children develop some communication and language skills. The childminder and her assistant ask appropriate open-ended questions and introduce new vocabulary to children, such as the names of colours and different fruits. The learning environment hosts positive images of diversity and resources successfully reflect difference. As a result, children have access to multicultural clothing, dolls and celebrate some festivals, such as Eid.

The childminder is unaware of the impact teaching practices have on children's overall learning and development, as a result, the quality of teaching is poor. Children's progress is not effectively monitored in relation to their starting points and the childminder lacks knowledge of how to successfully help children work towards the early learning goals. Consequently, opportunities to provide perceptive intervention, support and tailored programmes to narrow the attainment gap for children are missed. The childminder and her assistant over-direct children's play and learning on a regular basis, resulting in children becoming demotivated and disinterested in their play and learning. Furthermore, children lack confidence to try new experiences or to freely choose resources. They occasionally display signs of frustration during adult-led activities. The childminder's knowledge of how children learn and develop varies. She has some understanding of how to successfully promote personal, social and emotional development, but has limited understanding of how to successfully maintain a correct balance between adult-led and child-initiated learning. As a result, children are not given adequate opportunities and time to self-select resources and children's naturally ability to learn through trial and error is hindered.

The childminder has some knowledge of how to support children in their next steps in learning. She has recently established partnerships with the local primary school, but has yet to successfully embed systems that will provide children with the positive dispositions and attitudes to be ready for school. Her knowledge around transitions is varied, she knows how to adequately support children's social anxieties and emotional well-being during transitions, but does not know how to help children acquire the skills that prepare them for a more formal way of learning. The childminder has an informative parent board,

which pertains all the relevant information, such as notices, menus and house rules. She provides parents with welcome packs and gives them an overview of policies and procedures. However, opportunities for parents to contribute further to their children's learning and development have not been fully fostered by the childminder and she does not fully utilise information gathered to successfully promote learning from home to the setting.

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

Children have formed satisfactory bonds with the childminder and they settle adequately. They leave their parents with ease and are content to be left with the childminder. The childminder has a suitable knowledge and understanding of how to effectively support children's emotional well-being and provides settling-in sessions for new children. The childminder invites parents and children into her home for play sessions and provides new starter packs, which pertain information about the childminder's experience and qualifications. The childminder provides children with praise and encouragement throughout the day and encourages them to be kind and considerate to one another. The childminder adequately promotes positive behaviour and uses adequate behaviour management strategies. As a result, children are loving and warm towards one another and learn how to play together cooperatively.

Children do not freely access their learning environment and do not have a strong sense of belonging, as their early exploratory skills are hindered by the overly directive teaching. They become unresponsive, lack motivation and their ability to naturally explore toys and resources is impeded. The childminder follows suitable hygiene practices and provides children with healthy, wholesome and nutritious foods. The childminder discuss various fruits with children and keeps them well hydrated. Children receive adequate physical challenge. For example, children have access to the outdoor area, where they play on low-level trampolines and operate slides. Children have an early awareness of the importance of washing their hands and brushing their teeth. The childminder provides opportunities for children to gain some independent skills, such as holding beakers to drink from and wiping their own faces after mealtimes. As a result, children learn positive messages about the importance of adopting a healthy lifestyle and make appropriate progress with developing some self-care skills.

Risk assessments are satisfactory and include all areas of the childminder's home and outings. The childminder has an adequate knowledge and understanding of how to minimise potential dangers and hazards to children. She ensures all plug sockets are covered and children are not allowed unsupervised access to the kitchen area. She has safety gates in place, locks entrance doors and has a fully enclosed garden. The childminder discusses safety features with children, such as how to safely mount low-level chairs. Consequently, children gain an early awareness of how to manage their own risks and keep themselves safe. However, the childminder's understanding to fully protect children within her care is inadequate, as she is not always fully vigilant to safeguarding practices. The childminder tends to children's physical needs adequately and has robust

nappy changing routines in place. She has a running commentary with her assistant and wears appropriate protective clothing and gloves. She provides children with dignity and fully respects their privacy.

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

The childminder has an inadequate knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Consequently, there have been a number of breaches of the Early Years Register and both parts of the compulsory and voluntary parts of the Childcare Register. This compromises children's safety and well-being. She has a poor understanding of the signs, symptoms and categories of abuse and does not know the referral procedure well. The childminder's safeguarding policy does not include a statement about the use of mobile phones and cameras. Adequate suitability checks are in place and enhanced Disclosure and Barring Service checks have been carried out. The childminder has a poor knowledge and understanding of the delivery of the educational programmes. She does not fully comprehend all areas of learning and cannot provide clear examples of how she successfully promotes the areas of learning in the activities she presents to children. She has limited understanding of the characteristics of effective teaching and learning and does not successfully provide children with opportunities to engage in self-chosen activity. She has an inadequate understanding of how different cohorts of children learn and does not have a sufficient grasp of child development. Consequently, children are not provided with a broad range of quality experiences across the areas of learning and the ability for them to progress well towards developmental outcomes are hindered.

The monitoring of teaching and learning is weak. The childminder does not have effective systems to monitor learning, therefore, does not know the developmental outcomes children are working towards. Consequently, opportunities to ignite, challenge and support children's learning further is missed. The childminder has recently introduced new planning and observation systems, but these lack rigour in identifying children's emerging interests and do not provide her with sufficient information to plan meaningful and personalised programmes. The monitoring of teaching is poor. The childminder and her assistant are over-directive and the childminder does not fully understand the importance of child-initiated learning. Consequently, children become quickly disengaged, lack motivation and do not display the characteristics of effective learning. Although some training is attended, the childminder does not receive or offer perceptive support, tailored coaching and appropriate training to herself and her assistant to improve their overall professional practice. Consequently, any training attended by the childminder and her assistant has little, or no, impact on children's overall learning and development.

Self-evaluative practice is ineffective and weak. The childminder does not robustly monitor the quality of her provision and does not set realistic improvement plans. She does not obtain the views of others and lacks knowledge of how to bring about change and improvement. Since her last inspection the childminder has adequately met actions and recommendations set with the exception of embedding self-evaluation. Partnership

working is in its infancy. The childminder has recently established links with the local primary school and has links in place with the local authority early years team. Parental partnerships are in place and they are satisfied with the services the childminder provides.

### 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 the childminder has a secure knowledge and understanding of all safeguarding practices and is able to identify the signs, symptoms and possible indicators of abuse and knows the referral procedure well (compulsory part of the Childcare Register).
- ensure the childminder has a secure knowledge and understanding of all safeguarding practices and is able to identify the signs, symptoms and possible indicators of abuse and knows the referral procedure well (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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY381679
<b>Local authority</b>	Manchester
<b>Inspection number</b>	821568
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	01/12/2009
<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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