

Inspection date	26/09/2014
Previous inspection date	18/01/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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

- The children settle well and feel safe and secure because the childminder fosters warm relationships with them.
- The childminder provides activities and outings to help children develop and uses what she knows about their interests to assist their progress in learning.
- The childminder has satisfactory knowledge of how to identify children who are potentially at risk and the procedures to follow. She undertakes risk assessments and safety checks of her home to help minimise risks for children.

It is not yet good because

- An enhanced Disclosure and Barring Service check is not in place for every family member aged 16 and over who lives at the premises, so children's safety is not fully promoted.
- Promoting children next steps in learning is not yet fully embedded in the childminder's practice to support her in helping children to make as much progress as possible during child-initiated play.

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 spoke with the childminder at appropriate times throughout the inspection and observed play, teaching and learning opportunities inside.
- The inspector looked at a selection of documentation, including children's information, risk assessments, certificates, policies and procedures, the childminder's self-evaluation form and suitability checks.
- The inspector reviewed written comments from parents and took account of their views of the service provided by the childminder.

Inspector

Nicola Eyre

Full report

Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is able to provide funded places for two-, three- and four-year-old children. She lives with her husband and two children, aged 17 and 13 years, in a house in Moston, Manchester. The whole of the ground floor, and a bathroom and toilet on the first floor, are used for childminding. The childminder attends a toddler group and activities in the local area. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently two children on roll in the early years age group, who attend for a variety of sessions. She operates all year round, from 7.30am to 5.30pm, 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 every person aged 16 and over, and living on the premises, has completed a Disclosure and Barring Service check
- ensure that information about children's next steps in learning is used effectively to plan activities that enable children to make good progress, given their individual starting points.

Inspection judgements

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

The childminder builds up knowledge of individual children through observing them in their play. As a result, she is aware of children's interests and the stage of development that they are working within. She also tracks children's progress to help her identify any gaps in their learning. The childminder uses guidance to support her in identifying some next steps in children's learning, which she uses during adult-led activities that she plans. However, the use of information about children's next steps in learning is not fully embedded in her practice to support children during child-initiated play and activities. Therefore, children's progress is not yet good.

The childminder engages appropriately with all children. For example, they sit on the floor together while involved in activities. She supports the language acquisition of young children by modelling the words and giving praise when children attempt to put words together, as well as reinforcing the correct pronunciation. This gives children the confidence and security when attempting to talk. The childminder uses the children's

interests and self-chosen activities to support their learning, for example, counting and labelling the colours of toys, to extend their mathematical knowledge. Children enjoy reading books with the childminder, turning the pages themselves, which supports early reading skills and using books as a prop for counting. The childminder encourages and supports very young children to begin to move around the room on their feet by holding their hands and giving them the opportunity to cruise along furniture. As a result, children make satisfactory progress towards the early learning goals, which supports their future learning.

The childminder forms partnerships with parents and they are complimentary of the childminder, for example, saying, 'I feel at ease going to work knowing that my child is settled and happy'. The childminder is aware of the need to share information, in order to support continuity of learning and care. She exchanges information with the parents on a daily basis, through verbal discussions and daily diaries. The childminder provides information about the activities children enjoy in the day. This helps parents engage with their children's learning at home and to tell them of any specific learning that has happened in the day. The childminder shares children's learning journey records with parents, so that parents can see the progress that their child is making in their learning and development.

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

Children form warm and secure relationships with the childminder and readily go to her for cuddles. This is mainly because the childminder is committed to getting to know the children in her care well. Information is obtained from parents, regarding children's care needs and interests, when the children first start at her setting. This enables the childminder to follow home routines when they first start. As a result, children feel safe and secure and the moves between their homes and the childminder's home are smooth. Consequently, children are happy and settled in the childminder's care. Children are encouraged to make choices about their play, as the childminder presents a large selection of resources at their height in a bright and welcoming environment. Therefore, children's independence is promoted from an early age.

Children behave well because the childminder takes a consistent approach in her expectations regarding children's behaviour. She rewards good behaviour by regularly praising children for their efforts and achievements, helping to develop their confidence and self-esteem. She explains to children why certain behaviour is inappropriate to support their understanding. The overall atmosphere is one of calm, so children are happy and focused during play. The childminder supports children to socialise with other children by meeting with a regular group of childminders and their children every day. They attend different places together and encourage children to build relationships with each other. She also attends some sessions at local toddler groups. As a result, children are gaining skills, which will support them in the transition to school.

The childminder promotes healthy lifestyles in a number of ways. Hygiene procedures, such as regular hand washing, are promoted at all times and she provides healthy snacks

for the children. The childminder understands the importance of fresh air and regular exercise to promote children's healthy growth and physical development. The childminder does not use her garden and instead takes children on walks. They visit a variety of places, including the local parks and different places in the environment, such as soft play areas. She encourages children to develop a positive attitude to exercise. The children understand the importance of clearing away some of their toys after they have used them, to ensure the environment remains safe and free from hazards. This supports children in learning about keeping themselves safe.

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

The childminder demonstrates a knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. However, she has failed to ensure that all family members, that are aged over 16 and living on the premises, have completed a Disclosure and Barring Service check to verify their suitability to ensure children's safety. This is a breach of the safeguarding and welfare requirements and the requirements of the Childcare Register. She is aware of the signs to alert her to any child protection concerns and to whom these should be reported to. A range of policies and procedures meet other welfare requirements to support the safe and efficient management of the setting. The childminder completes daily risk assessments of the home and equipment, to identify and minimise any hazards to children, as well as using suitable strategies to create a safe home for children. The childminder has appropriate records for accidents that may occur and any first aid needed. She maintains a daily register showing the times when children enter and leave her care. These procedures help to protect children's welfare.

Since her last inspection the childminder uses observations to identify and plan for children's next steps in learning. However, these are not yet fully embedded to support her in taking children's individual learning forward, in areas such as child-initiated play, in order to help them to make good progress towards the early learning goals. The childminder understands the purpose of self-evaluation and consults with parents informally about the quality of the setting and through the use of questionnaires. She has taken initial steps to evaluate the strengths of her childminding and areas for future development that will enable her to further promote outcomes for children. She regularly reflects upon the activities that she provides for children and adapts activities accordingly, to support children's interests and generally, their learning needs. The childminder is a member of the childminding network, which allows her to provide funded places for two-, three- and four-year-old children. She regularly attends network meetings to support her in keeping her knowledge and understanding up to date.

Partnerships with parents are positive and parents are complimentary about the childminder. The childminder talks to parents about their child's day, the activities they have been involved in and any significant wow moments that have happened. Parents comment that the childminder 'always informs me of new things that my child has done'. As a result, parents are aware of some of their child's learning and developmental

progress. At present, the childminder does not care for children who attend another setting. However, through discussion the childminder demonstrates an understanding of the importance of building partnerships and links with other settings when the time comes. She recognises the importance of working in partnership with specialist professionals if she cares for children with special educational needs and/or disabilities.

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 any person having unsupervised contact with children is suitable to be in regular contact with children and an enhanced Disclosure and Barring Service check has been obtained through Ofsted in respect of that person (compulsory part of the Childcare Register)
- ensure that any person having unsupervised contact with children is suitable to be in regular contact with children and an enhanced Disclosure and Barring Service check has been obtained through Ofsted in respect of that person (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

Unique reference number	EY258842
Local authority	Manchester
Inspection number	877547
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	18/01/2010
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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