

| | |
|--------------------------|------------|
| Inspection date | 06/10/2014 |
| Previous inspection date | 12/10/2009 |

| | | |
|--|-------------------------|---|
| 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 | | 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

- The childminder undertakes observations of children as they play. The childminder plans activities which generally support children's learning and development, in which they make steady progress.
- The childminder has sufficient knowledge of effective safeguarding practice. She undertakes risk assessments and daily safety checks to identify and minimise potential risks.
- Children's emotional development is supported and secure attachments are in place. The childminder understands children's individual needs and interests.
- Parent partnerships are in place and regular communication about children's needs is shared through daily verbal discussions. This facilitates consistency of care between all carers.

It is not yet good because

- Assessment and the consistent identification of children's next steps in learning are not yet embedded in practice. This means that planned activities do not always offer appropriate challenge.
- Information sharing between parents and the childminder need extending to better identify and support children's developmental learning needs on entry.
- Partnerships with other settings, such as schools, are not yet effective as developmental information is not shared.

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 activities and children at play during the inspection.
- The inspector spoke with children and the childminder throughout the inspection.
- The views of parents were taken into account by the inspector reading parent questionnaires.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and undertook a joint observation with the childminder.
- The inspector checked evidence of qualifications and suitability of the childminder and all adults in the household. The inspector discussed the childminder's self-evaluation plans.

Inspector

Elisia Lee

Full report

Information about the setting

The childminder registered in 2003 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 14 and 12 years in the Openshaw area of Manchester. The whole of the ground floor of the childminder's house is used for childminding. There are bathroom facilities on the ground floor. There is an enclosed garden for outside play. The childminder has two cats. The childminder attends local toddler groups at the children's centre. She visits the shops, library and park on a regular basis and collects children from the local schools and pre-schools. There are currently three children on roll, of whom one is in the early years age group and attends for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- ensure that knowledge of the observation and assessment process is developed in order to better understand children's individual levels of achievement, identify their interests and learning styles and use this information to accurately plan for the next steps in their learning and development
- develop partnership working with parents to ensure that information shared on entry contributes to identifying children's developmental stage.

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

- extend the partnership working with other providers, such as schools, in order to further promote continuity in children's learning.

Inspection judgements

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

The childminder has a sufficient knowledge of the Early Years Foundation Stage and plans activities which generally support children in their learning and their preparation for school. Educational programmes adequately cover the seven areas of learning. For example, young children are supported to learn through using construction resources to build different structures. The childminder shows the children how pieces are pushed together and role models how to ensure pieces fit together. Planned activities generally support children's interests. For example, children enjoy exploring sensory play, as a

shallow tray is filled with beads. The childminder undertakes regular observations of children as they play and has a knowledge of children's likes and dislikes. However, information gained from observing children is not used consistently to better understand children's individual level of achievement and next steps in their learning. This hinders how the childminder can then plan accurately for their next steps in their learning and development. Consequently, planned activities do not always offer challenge or maximise potential learning. Children make steady, rather than good progress.

The childminder provides a running commentary during activities and uses key words to support children's language and communication skills. Children play with a selection of animals and the childminder names the animals as children observe them. For example, she says 'penguin' and 'polar bear' as children select animals from a box and initiate their own play. The childminder poses questions to children and engages them in activities. Planned activities include threading beads which supports children's physical development and problem solving skills. Children initiate their own play and they access resources independently. For example, children enjoy using a range of different vehicles and pushing them along the floor to observe how they travel. The childminder responds to children's interests and there is an appropriate mix of child-led and adult-led learning. Interactions with the childminder are positive and children are settled. The childminder offers appropriate support for children in developing key skills for future learning and as they prepare for moving to school.

The childminder understands the importance of working in partnership with parents. The childminder uses text messaging and sends photographs, to show parents what activities children are accessing throughout the day. In addition, the childminder provides daily verbal feedback to parents. Parents are involved in children's learning through contributing observations that they have completed at home. These are incorporated into children's development files. The childminder completes a progress check for children between the ages of two and three years. The childminder encourages home learning and welcomes parent participation. For example, she sends home children's development files and discusses the activities that children have enjoyed while in her care. Parents are involved in children's assessments as the childminder uses documentation on entry. However, these are based on care needs rather than information that can be used to contribute to identifying children's developmental stage on entry.

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

Positive attachments are evident and children are content and settled in the childminder's care. Children initiate their own play and access resources with confidence. The childminder observes children well and is aware of children's individual needs. For example, the childminder identifies when a child needs their snack to support and be consistent with the child's routine at home. Children confidently make their needs known, such as pointing to a cup when they want to request a drink. The childminder is generally a positive role model, she sits with children as they play on the floor and role models how to use the resources effectively. Positive behaviour is encouraged by using age-appropriate strategies for children and the childminder is a positive role model, setting

behaviour expectations and offering a consistent approach. The childminder offers praise and children respond well. For example, children smile broadly as they are praised for helping the childminder to tidy away resources. Consequently, children are emotionally equipped for their future moves to other settings and, eventually to school.

Children are building a suitable knowledge of managing risks through taking part in regular emergency evacuations and using tools, such as scissors. In addition, she supports older children to understand risk through initiating discussion. For example, she speaks with children about holding hands when crossing the road and being aware of moving vehicles. This supports children's understanding of safety when crossing the road.

Children learn about healthy lifestyles through accessing the outdoors regularly. Children play outside in the garden area and take walks in the local environment. In addition, children visit the library, soft play centre and sessional groups at the local children's centre. Children bring their own lunch from home each day and the childminder provides healthy snacks, water and milk throughout the day. The childminder documents children's dietary requirements on entry so she is aware of their likes and dislikes. Children grow their own vegetables in a plot in the garden which supports children's understanding of making healthy choices. The childminder encourages children to be independent. For example, children choose their own resources, feed themselves snack and help to tidy resources away. The childminder supports children through change and to be ready for school. For example, she talks with children about change and starting school. Consequently, children's emotional development is supported.

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

The childminder has an effective knowledge of safeguarding procedures. She is aware of appropriate agencies to contact for further advice and support should she be concerned over a child's welfare and has attended child protection training. Documentation is in place to further support procedures, such as action to be taken in the event of allegations made against the childminder or a member of her family. Safeguarding practices are evident and are embedded in practice. For example, the childminder checks the identification of all visitors to the home, asks visitors to sign a visitors book and ensures that exit door keys are kept out of the reach of children. The childminder understands the importance of undertaking risk assessments and reviews them regularly to minimise hazards to children. Risk assessments cover all areas of the provision, inside, outside and while on outings. For example, the childminder checks that the environment is safe for children prior to them arriving by ensuring cleaning materials and toiletries are safely stored away. The childminder follows procedures which support safety. She checks visitor identification before gaining access to the premises and ask visitors to sign a visitors register. This ensures that the childminder is aware of who is on the premises at any time. In addition, the childminder completes daily registers to ensure ratios are maintained, records any accidents that children may have while in her care and also records the medication she has administered to children with parental permission. The childminder and other adults in the household have appropriate checks in place to confirm their suitability.

The childminder has sufficient knowledge of how to support children in their learning and development. She undertakes regular observations and is a positive role model for children as she models how to use resources. The childminder follows children's interests during play and there is a good balance of child-initiated and adult-led learning opportunities. Some monitoring of practice is carried out. However, as effective procedures for assessment are not yet in place, monitoring is not robust enough to ensure children make good progress. The childminder meets with other childminders at sessional groups to discuss activity ideas. She also liaises with staff from the children's centre and borrows resources, such as story sacks. The childminder attends training, such as child protection and delivering the Early Years Foundation Stage. This shows that she is beginning to enhance her continued professional development.

The childminder evaluates her practice and reflects on activities to ensure that children are engaged in learning. All actions and recommendations set at the previous inspection have been addressed. For example, the childminder ensures that she assesses risks in relation to the environment. This means that the environment has been made safer for children. In addition, the childminder has developed her resources to further support children's problem solving and reasoning skills. This has had a positive impact on children's learning. In addition, the childminder has considered areas she would like to develop in the future. These include developing resources to support children's interests and beginning a quality assurance scheme to further her practice. The childminder welcomes the views of parents to inform her practice and uses parent questionnaires. These show that parents are happy with the provision. Some partnerships are in place. For example, the childminder liaises with other childminders when she attends local groups. However, the childminder does not currently share information about children's development needs when they attend school, to effectively support children's continuity in learning. Overall, children's needs are sufficiently met.

The Childcare Register

| | |
|--|------------|
| The requirements for the compulsory part of the Childcare Register are | Met |
| The requirements for the voluntary part of the Childcare Register are | Met |

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 | EY245483 |
| Local authority | Manchester |
| Inspection number | 955076 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Name of provider | |
| Date of previous inspection | 12/10/2009 |
| 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

