

Inspection date	10/10/2014
Previous inspection date	07/02/2011

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

- Children generally enjoy their time at this setting and are occupied. The childminder plans activities which cover the seven areas of learning and support children's development in the prime areas. As a result, children are making progress given their starting points.
- The childminder has established effective settling-in practices for new children. Therefore, she is supporting the children's emotional well-being and meeting their care needs.
- The childminder has a good understanding of child protection, including the different types of abuse and the signs and symptoms. She is aware of the reporting procedures should she have concerns. As a result, children are safe and secure in this setting.

It is not yet good because

- The childminder does not always keep the children's registers up to date. As a result, she does not have accurate or current hours of attendance records.
- The childminder is not currently supporting parents to promote learning at home; consequently the children are not experiencing continuity in learning.
- There are currently weaker systems in place for self-evaluation. Therefore, the childminder is not always reflecting on her practice and making improvements to the children's learning opportunities and experiences.

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 in the indoor and outdoor environment.
- The inspector held meetings with the childminder.
- The inspector looked at observation and assessment records of the children.
The inspector checked evidence of suitability and qualifications of the childminder and adults coming in to contact with the children, the childminders self-evaluation and improvement plan.
- The inspector took account of the views of the parents.

Inspector

Suzanne Fenwick

Full report

Information about the setting

The childminder was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two grown up children in a house in Sharston, Manchester. The whole of the ground floor and the rear garden are used for childminding. The family has two dogs as pets. The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently nine children on roll, four of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 4.30pm, 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 daily records of the names of the children and their hours of attendance are recorded and kept up to date each session
- implement systems to support parents to promote children's learning at home to ensure there is continuity of learning.

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

- develop systems for self-evaluation to reflect on her practice and provision to enable her to continuously improve the opportunities and learning experiences available to children.

Inspection judgements

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

The childminder provides a suitable range of learning experiences and opportunities for the children. There is an adequate range of resources which the children have access to. The childminder plans daily activities for the children based on the observations which she carries out. As a result, the children in this setting are being suitably challenged and are making progress given their starting points. The childminder has an adequate knowledge of the Early Years Foundation Stage, as a result, the childminders quality of teaching is meeting the children's needs. For example, the childminder supports the children's emerging interest in mark making by providing them with large sheets of paper and different resources to make marks and express themselves creatively. She supports the children's literacy skills through modelling how to correctly write their name and the

children enjoy the opportunity to practice this.

The childminder knows the children well in this setting. She obtains information from the parents about the children's interests and preferences in an 'All About Me' booklet on entry. The childminder carries out initial assessments of the children during their first few weeks to establish their starting points and agrees these with parents. She uses this information to plan activities which meet the children's needs from the start. The childminder completes the progress check for children aged between two and three years for children in her care and shares these with the parents and health visitors. The childminder uses these assessments to inform her future planning and bridge any gaps in the children's learning and development. The childminder tracks children's progress towards the early learning goals and shares this information with parents on a regular basis. However, the childminder does not currently have any systems in place to support parents in guiding their children's learning at home. As a result, the children are not always receiving continuity in learning.

Children's communication and language skills are suitably supported through the range of books and story time where children respond well to the childminder's use of noises and sounds. The childminder also uses prompt cards to enhance the children's communication and language development. At times the children are demonstrating that they are beginning to make relationships with other children, which develops their social skills. They attend toddler groups where they take part in various activities with children of a similar age. This helps them to develop awareness of sharing and turn taking with others. The childminder successfully reinforces this message in her setting. The childminder recognises the need to promote children's mathematical skills in readiness for school. For example, she introduces number and counting during every day activities, such as mealtime. Children's physical development is supported, they walk to and from school and visit the local park regularly where they enjoy the opportunity to use the different apparatus. They also have access to an outdoor area where they can explore the environment. As a result, the childminder is appropriately supporting the children to develop skills for future learning.

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

Children in the setting demonstrate they are content and settled. The children and their parents visit the setting and attend settling-in sessions prior to starting which provides a smooth move in to the setting for the children. Children are self-assured around visitors and demonstrate confidence as they talk about what they are doing. The childminder supervises the children well in this setting which ensures that she is providing the children with positive interactions and experiences. The children go to the childminder for support and cuddles which reinforces the attachments which have been formed. The childminder encourages the children to share and take turns. She supports the children to understand and cope with their own emotions and feelings through talking to them and offering them support and reassurance during difficult times. When required she gets down onto the children's level and explains to them what is unacceptable behaviour and why it is important to look after their friends and be kind to each other. The childminder manages challenging behaviour through positive behaviour management strategies which she

agrees with parents.

Children are encouraged to manage their own personal needs. Older children are encouraged to access the bathroom independently and wash their hands before mealtimes. The childminder supports the children's understanding of the importance of hygiene because she talks to the children about germs and why it is important to wash their hands. The childminder encourages the children to be independent at mealtimes. Younger children are given the opportunity to practise feeding themselves and older children do so confidently. Children have access to drinking water throughout the day so they remain hydrated. There are plenty of opportunities for children to play outdoors and enjoy physical play and the benefits of fresh air.

Children are well supervised and the childminder ensures that they are safe. The childminder is beginning to encourage the children to identify hazards and where appropriate remove these, such as tidying away toys. The children are learning how to keep themselves safe during the walk to and from school and when they are out in the local community as the childminder talks to them about road safety. The children know how to take sensible and age-appropriate risks in their play as they are given a chance to engage freely in adventurous play, such as using the climbing equipment at the local park. The childminder supports the children to learn to assess their own skills and match them to different environments.

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

The childminder has a good knowledge of safeguarding and child protection. She has in place a safeguarding policy and statement which is made available to all parents. The childminder can confidently identify the different types of abuse and the signs and symptoms which would raise concerns. She is aware of the correct reporting procedures should she have such a concern. However, the childminder does not always keep the children's registers up to date. As a result, she does not have accurate and current records of attendance. The childminder has attended an appropriate first-aid training course and is trained to deal with emergencies of this type. Appropriate checks are carried out on all adults living in the childminder's home. This ensures anyone having access to the children is suitable. Risk assessments and daily checks of this setting are thorough and include a risk assessment of the childminders pets and outings. The childminder uses rains to keep the children safe during their walk to venues. She discusses outings with parents, including how she will manage behaviour in a positive manner, and obtains their permission for the trip. Accident recording and reporting procedures meet requirements, which ensure that children are protected within a safe and secure setting. The childminder has in place valid public liability insurance.

The childminder has a reasonable knowledge of the Early Years Foundation Stage and her responsibilities to meet both the safeguarding and welfare requirements; and the learning and development requirements. The childminder has in place a training plan and regularly accesses training courses and carries out her own independent reading, which supports her to improve her professional practice. However, the childminder does not currently

have in place any systems evaluating and reflecting upon practice or provision. As a result, she is not always identifying areas within her setting or teaching which require improving.

The childminder has a good understanding that developing relationships with parents helps her to support children's individual care needs. However, she does not currently have strategies in place for promoting learning at home. The childminder builds and maintains partnerships with parents through taking time each day to discuss their children's learning experiences and achievements in her setting, as well as their care needs. There are effective partnership working arrangements between the childminder and the primary school which support children's move between settings. These are well-established and contribute to meeting the children's needs and preparing them for the next stage of learning.

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 a daily record of the names of the children looked after on the premises and their hours of attendance are kept (compulsory part of Childcare Register)
- ensure a daily record of the names of the children looked after on the premises and their hours of attendance are kept (voluntary part of 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	500344
Local authority	Manchester
Inspection number	992471
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	07/02/2011
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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