

Inspection date	16/10/2014
Previous inspection date	20/08/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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's understanding of how to implement the learning and development requirements is weak. Systems to plan, observe and monitor children's progress are not effective. The educational programme does not cover the seven areas of learning and activities do not adequately challenge children to ensure their best progress towards the early learning goals.
- Children's starting points are not obtained from parents. As a result, the childminder does not have a sound knowledge of children's skills and she cannot tailor educational programmes to meet their needs from the outset.
- Systems to identify and monitor the quality of teaching is poor. Opportunities to provide comprehensive support, coaching and continuous professional development to her assistant are not in place.
- The procedure for the use of mobile phones and cameras in the setting is not included in the safeguarding policy, compromising children's safety.

It has the following strengths

- Children are happy and feel secure within the setting, because strong relationships are formed with the childminder. She knows their individual routines well and responds to their care needs effectively.

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 compulsory part 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 lounge and dining room.
- The inspector spoke with the childminder and assistant at appropriate times during the inspection and while observing children.
- The inspector looked at a selection of documents, including children's records and assessments of learning, policies and procedures.
- The inspector checked evidence of suitability of adults living on the premises and the childminder's qualifications.
- The inspector took into account the written feedback of parents.

Inspector

Joanne Parrington

Full report

Information about the setting

The childminder was registered in 2008. She lives with her husband and school-aged daughter in Gorton, Manchester. The family has two cats as pets. The childminder is registered on the Early Years Register and compulsory parts of the Childcare Register. The whole of the ground floor and the bathroom upstairs is used for childminding and there is a rear yard available for outside play. The childminder works with an assistant. There are currently five children on roll of whom four are in the early years age group and attend a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder has a National Vocational Qualification at Level 2. She is a member of the Professional Association for Childcare and Early Years and receives support from the local authority early years childcare advisors.

What the setting needs to do to improve further

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

- ensure that the educational programmes involve activities and experiences for children that cover the seven areas of learning and development and provide a challenging and enjoyable experience for each child in all of those areas
- provide planned, purposeful play activities incorporating a mix of adult-led and child-initiated play, covering each area of learning and development
- ensure that each child's starting points are identified and use ongoing assessment to recognise children's progress, understand their needs, and plan activities and support, with particular regard to identifying and addressing gaps in children's learning and development
- ensure the procedure for the use of mobile phones and cameras in the setting is included in the safeguarding policy
- ensure that assistants receive induction training to help them understand their roles and responsibilities
- put in place appropriate arrangements for the supervision of assistants who have contact with children and families; this should provide support, coaching and training for the assistant and promote the interests of children.

Inspection judgements

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

The arrangements for meeting all of the learning and development requirements of the Early Years Foundation Stage are inadequate and a number of the legal requirements of the Early Years Foundation Stage are not met. Children are not making good progress in their learning and development. This is because the childminder and her assistant have limited knowledge and understanding of the Early Year Foundation Stage and how children learn and develop. This results in the teaching being weak. The educational programmes do not adequately cover the seven areas of learning, and the childminder does not plan or provide activities for children in enough depth and breadth. Consequently, children's individual learning needs are not met and children are not sufficiently challenged in their play. In addition, children's capabilities are not thoroughly discussed with parents when their child first attends and this means the childminder does not gain a sound understanding of what children can already do. This affects her ability to plan effectively to support their future learning.

Assessment arrangements are weak. Observation systems are very much in their infancy. The childminder does not monitor children's development and does not have a thorough enough understanding of each child's stage of development or what they need to learn next. The few observations that have been completed by the childminder do not provide a sharp focus on children's individual needs, interest and level of challenge needed. Consequently, learning does not motivate or enthuse children. The assistant does not carry out any assessments, including making observations of children's learning and progress. Their knowledge and understanding of the assessment process including, how these can be used to inform the planning of challenging learning experiences for individual children is weak. The childminder is aware of the requirement to carry out the progress check for children aged between two and three years and that a short written summary must be provided to parents. However, due to the age of children attending she has not yet had the need to carry out this aspect of assessment.

Although there are significant weaknesses in planning and assessment arrangements, the childminder and her assistant do offer children some positive play experiences. For example, sensory baskets, musical instruments, and push along cars. Younger children enjoy exploring the objects in the sensory baskets. They bang objects together and the childminder asks some appropriate open-ended questions and introduces new vocabulary, such as, the names of colours, describing the feeling of the objects and the names of the shapes.

Relationships with parents are developed appropriately to help settle children, however, insufficient information is shared about children's learning and development. The childminder does not obtain information from parents about their child's stage of development and their interests. As a result, the childminder does not have a sound knowledge of children's skills and she cannot tailor educational programmes to meet their needs from the outset. Individual learning journals are in their infancy, however, they are accessible to parents. Parents speak positively about the care their children receive.

Partnerships with other early years professionals is adequate as the childminder works with her local childminding network.

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

There are significant weaknesses in meeting the learning and development requirements and fulfilling all of the safeguarding and welfare requirements. Consequently, these have a direct impact on the effectiveness of care practices and supporting children's safety and well-being. As a result, the contribution to children's well-being is inadequate. The childminder addresses some aspects of supporting children's personal, social and emotional development, but has little regard for planning for the other areas of learning, particularly the other prime areas. Resources are not used well enough to provide challenge for children or engage their interest. Children's safety is also compromised as the safeguarding policy does not cover the use of mobile phones and cameras in the setting.

Children and their families are warmly welcomed into the homely environment. Children are comfortable and relaxed in the care of the childminder and her assistant. They have built close relationships with them and show that they feel secure. For example, they greet the childminder warmly as they arrive and separate from their parents confidently. Settling-in sessions are mutually arranged with parents to ease the transition from being at home into her care. Children's care routines are met well by the childminder. For example, she knows when children have had an early start and may need to take a nap earlier than usual. This means that the childminder respects parental requests and meets the care routines of the children successfully. Respectful partnerships have been formed with parents around the practical care arrangements for the children and the childminder gives detailed verbal information on how the children have been during their time with her.

The childminder manages children's behaviour appropriately, helping them develop an understanding of what is expected of them. For example, she helps children to build relationships with one another when they play together, by encouraging them to share. Children are encouraged to learn to take some small calculated risks in their play and learn about keeping themselves safe. All children practise the fire evacuation of the home. The childminder has a sound understanding of how to support children's emotional development when the time comes to move on to another early years setting or to school in later years. The childminder demonstrates a sound understanding of children's health and well-being. Children are provided with a variety of balanced and healthy snacks and meals, which increases their understanding of the importance of a healthy diet and lifestyle. The childminder encourages children's independence through day-to-day activities and self-care routines. This promotes positive well-being and provides the children with a strong sense of belonging.

The effectiveness of the leadership and management of the early years

provision

The childminder does not ensure all safeguarding and welfare requirements are in place to adequately protect children. For example, the safeguarding policy does not cover the use of mobile phones and cameras in the setting, which compromises children's safety. The childminder has completed child protection training to develop her knowledge of safeguarding issues and demonstrates an appropriate understanding of how to keep children safe and has shared this information with her assistant. Both are knowledgeable about the procedures to follow should they have any concerns about a child's safety or well-being. The childminder undertakes regular risk assessments to minimise hazards and ensure the safety of the premises at all times. This means that children are able to play in a safe and secure environment. The childminder holds a current paediatric first-aid certificate and her assistant demonstrates an understanding, which means that they can both give appropriate treatment if there is an accident to a child in her care. Children's attendance, including when they arrive and leave, is recorded. These show that ratios are maintained. Accidents and medications administered to children are recorded in line with the legal requirements. Policies and procedures are shared with parents. This means parents are aware of the service on offer to them and are informed about the procedures in place to keep their children safe.

The childminder's knowledge of her responsibilities in meeting the learning and development requirements for children is inadequate. The childminder has not kept up-to-date with changes to the requirements of the Early Years Foundation Stage and therefore, there are breaches of the requirements which have a significant impact on children's learning and the progress they make. The monitoring of 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 are missed. The childminder has recently introduced a new observation system, but this lacks rigour in identifying children's emerging interests and does not provide her with sufficient information to plan meaningful and personalised programmes. The monitoring of teaching is poor. The childminder's understanding of providing assistants with induction training and having appropriate arrangements in place for the supervision of assistants is weak.

Self-evaluation is weak. The childminder has not considered areas for development within her setting, nor has she taken action to improve her skills and knowledge by, for example, reviewing the updates and changes to statutory documents. This has resulted in a failure to identify that she is not meeting all requirements of the Early Years Foundation Stage. The childminder has addressed some of the issues raised at the last inspection, which demonstrates some capacity to improve her practice. However, she has not fully addressed all the issues. Consequently, she is still not effectively assessing children's ongoing progress in their learning and development to ensure they make good progress and identify gaps in their learning at the soonest opportunity. The partnerships that have been established with parents help settle children and contribute to maintaining consistent routines that make children feel secure. However, the childminder does not involve parents sufficiently well in their child's learning, for example, by gathering information from them that enables her to consider children's wider learning and experiences when

planning activities. She sets time aside each day to talk to parents and keeps them informed about how their child has been and what they have been doing each day.

The Childcare Register

The requirements for the compulsory 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	EY384011
Local authority	Manchester
Inspection number	821635
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	20/08/2009
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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