

Inspection date

16 January 2015

Previous inspection date

10 February 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Children's observations and assessments are not carried out frequently enough to plan challenging activities, so they are best supported to make as much progress as possible.
- On occasions, there are missed opportunities to build on children's learning because the childminder does not always allow children time to test out their own ideas during play.
- The childminder does not reflect on her practice regularly enough to consistently identify and address areas for improvement.

It has the following strengths

- Children are welcomed into the family friendly environment by the childminder, who is warm and loving. Consequently, children are confident, happy and settled as they keenly play and explore.
- The childminder has a satisfactory knowledge and understanding of how to meet the learning and developments requirements. Generally sound teaching techniques are used to ensure that the children make steady progress.
- Arrangements for safeguarding children are effective. The childminder regularly refreshes her knowledge and understanding to ensure this is accurate and current. In addition, she carries out risk assessments to the home to make sure children are kept safe.
- Children build up strong attachments with the childminder meaning that they are emotionally well secure and promotes children's confidence and self-motivation.

What the setting needs to do to improve further

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

- strengthen the arrangements for carrying out observations and assessments of children's progress to ensure that the next steps in their learning are consistently identified and are used to plan challenging activities that meet individual children's needs effectively.

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

- provide even more opportunities for children to have uninterrupted time during their play, so they can test and try out their own ideas and continue to make progress in their learning
- build on the systems for self-evaluation so that practice is reflected on more consistently and improvements are made on a continuous basis.

Inspection activities

- The inspector sampled children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and looked at a selection of policies and procedures including safeguarding, risk assessments and self-evaluation.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the views of parents by reading a number of comments and notes given to the childminder.
- The inspector carried out a tour of the premises.

Inspector

Alison Regan

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The childminder provides a varied range of activities which children enjoy taking part in. She has some understanding about how to tailor activities to meet children's different learning needs. Children have access to a variety of toys and resources which supports them with their learning and independence. The childminder does not always allow children time to test out their own ideas during activities which prevents children from making progress in their learning or onto the next stage in their development such as school. The childminder supports children in mathematics during activities as she counts the blocks with the children as they build a tower. The childminder carries out observations as children play and has an understanding of their likes and dislikes. However, observations and assessments are not carried out frequently enough to plan challenging activities, so they are best supported to make as much progress as possible. The childminder demonstrates adequate levels of enthusiasm, engagement and motivation of the children. For example, she praises young children's efforts as they attempt to repeat key words, such as yellow and red, which fosters their self-esteem and confidence and promotes communication and language skills. Children demonstrate their enjoyment of singing songs, as they sit with the childminder joining in with the song and using actions. The childminder works in partnership with parents and discusses children's progress.

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

The childminder requests meaningful information from parents when children join the setting in order to get to know them well. The childminder meets children's dietary needs well as she prepares healthy home cooked meals. The childminder sets clear boundaries for children and promotes an atmosphere of mutual respect and caring. Where children exhibit age-appropriate, challenging behaviour, she deals with this calmly but firmly. The childminder ensures children get regular fresh air and exercise, as she makes being outside, either in the garden or going for a walk, a part of her daily routine. Children play and explore in a clean and well-resourced environment. Resources promote positive images of diversity which supports children to learn about diversity.

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

The childminder undertakes self-evaluative practice, she has addressed actions and recommendations agreed at the last inspection, which demonstrates she has the capacity to improve her provision. However, she does not reflect on her practice regularly enough to consistently identify and address areas for improvement. The childminder is committed to attending further training to extend her knowledge of how children learn. Through discussion, the childminder shows she has a satisfactory understanding of how she would work with outside agencies to help her support children with special educational needs and/or disabilities. The childminder works in partnership with parents well and they

comment that they are very happy with the service provided.

Setting details

Unique reference number	500274
Local authority	Manchester
Inspection number	819302
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	10 February 2011
Telephone number	

The childminder was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Withington, Manchester. The whole of the ground floor, a bathroom on the first floor and the rear garden are used for childminding. The childminder visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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