

Inspection date	13 February 2015
Previous inspection date	13 April 2012

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:

- The childminder does not consistently use observation and assessments of children's development to complete planning for children's next steps in learning and support them to make good progress.
- The childminder's knowledge about the progress check for children between the ages of two and three is weak. She has failed to complete this progress check for children in her care. This is a breach of the requirements of the Early Years Foundation Stage, and means parents are not fully informed of the progress their child is making and there are no plans to support children's further learning.
- The childminder does not engage children in a suitable mix of adult-led and child-led play. As a result, children move from one activity to another with little adult support and lack interest and motivation in their learning.
- The childminder does not undertake regular or effective self-evaluation to identify strengths, weaknesses and ways of improving her practice.

It has the following strengths

- The childminder provides a suitable selection of toys, resources and play materials.
- The childminder has assessed and minimised potential risks to children within her home. Consequently, children are able to play and learn safely.
- Children are emotionally secure and happy. This is because the childminder knows children well and positive attachments and relationships are shared between children and the childminder.

What the setting needs to do to improve further

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

- improve planning procedures to ensure information gained by observation and assessment is used to identify and support children's next steps in learning
- improve knowledge of the progress check for children aged between two and three years; complete this procedure to review the progress children have made, give parents a written summary of their child's progress and identify plans to support future learning and development.

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

- improve the mix of child-initiated and planned adult-led activities to ensure children experience enough adult support to make good progress
- develop the use of a self-evaluation process to continually look for ways to improve the quality of learning, development and care offered.

Inspection activities

- The inspector viewed all areas of the premises used for childminding purposes.
- The inspector observed activities both indoors and outside.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector carried out a joint observation with the childminder.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.

Inspector

Michelle Jacques

Inspection findings

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

The childminder completes regular observations on children in her care. As a result, she understands what children are able to do and what interests them. However, information gained by assessment and observation is not effectively used to plan activities to support next steps in learning. Planning procedures do not identify clear learning objectives to support individual progress. Children generally enjoy their time spent in the childminder's care. They are supported by a range of accessible and interesting play resources. However, planning is not robust and there are too few adult-led, purposeful, planned activities. As a result, children quickly move from one activity to another with little engagement and learning opportunities are occasionally missed. For example, children play with the bricks and quickly lose interest, moving away to explore the trainset. This activity is poorly supported and mundane. The childminder has a poor knowledge of the progress check for children aged between two and three years and has not completed this in a timely way for children in her care. She has not summarised children's progress and identified a targeted plan to support future development. Overall, children, including those with English as an additional language, are not fully supported in their learning because planning procedures and the quality of adult-led activities do not fully support their progress or development.

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

Children have developed positive attachments with the childminder, who is warm towards them. She supports them to learn about their local community by regular visits to the park, shops and playgroups. These enable children to play alongside others of a similar age, reinforcing social skills which are useful for future moves to other groups or to school. Children communicate with the childminder in their home language, Somali. The childminder responds in a mix of English and Somali, helping to build positive relationships and continuity with home, thus supporting children's emotional well-being. Children are provided with healthy food, such as pasta, fresh fruit and fresh drinking water. Children have access physical exercise daily, developing a positive attitude to a healthy lifestyle.

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

The childminder has a suitable knowledge of the signs of abuse and understands what to do if she is concerned about a child's welfare. Relationships with parents are adequate and the childminder gathers information during settling-in procedures to understand children's routines. This helps the childminder to build positive relationships with parents, although she does not provide them with a summary of their child's progress between the ages of two and three years. Self-evaluation procedures are insufficient. They are completed at irregular intervals and brief in content. Therefore, gaps in the childminder's knowledge and practice are not always identified, which reduces the quality of teaching and learning. The childminder is aware of her responsibilities to keep children safe and has maintained and updated her training in first aid and safeguarding.

Setting details

Unique reference number	EY414235
Local authority	Manchester
Inspection number	879816
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	13 April 2012
Telephone number	

The childminder was registered in 2010. She lives in Manchester. The childminder supports children who speak English as an additional language. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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